

MINUTES OF THE MEETING
OF THE ACADEMIC POLICIES AND PROCEDURES COMMITTEE
December 7, 2011

The Academic Policies & Procedures Committee met on Wednesday, December 7, 2011 in the William C. Strickland Conference Room of I.G. Greer Hall (Room 224).

Committee members present: Mr. Kern Maass (Chair), Dr. Jon Beebe, Dr. Karen Caldwell, Dr. Dinesh Davé, Dr. Lisa Curtin Grizzard, Dr. Ellie Hoffman, Dr. Joe Klein, Dr. Jeff McBride, Dr. Ben Powell, Dr. Ray Russell, Dr. René Salinas, Dr. Derek Stanovsky, Dr. Jesse Taylor (Parliamentarian), Mrs. Betsy Williams, Dr. Chris Yang, and Ms. Alex McPherson.
Committee members excused: Mr. Joe Gill, Mr. West Caudle, and Mr. Dalton Miller.

At 3:05 p.m., Kern Maass noted that we have a quorum and he called the meeting to order.

MINUTES:

Kern noted that a draft copy of the November 2, 2011 minutes has been posted on the AsULearn site. The minutes have not been considered for approval by the Provost at this time, but they will be on the agenda for the January 18, 2012 AP&P meeting.

ANNOUNCEMENTS:

1. There were no items of approval to note from the General Education Council for today's meeting. Their November 18, 2011 meeting was cancelled.
2. A request to change the name of the **Department of Foreign Languages and Literatures (FLL)** to the **Department of Languages, Literatures, and Cultures (LLC)** was approved by Provost Gonzalez and Chancellor Peacock on October 31, 2011 with the following effective dates: July 1, 2012 (for budget and contract purposes) and Fall, 2012 (for catalog and Banner Student purposes). The abbreviation for the name of the department will change from FLL to LLC. Refer to the proposals under "New Business" from the College of Arts Sciences for the request to change the FL course prefix to LLC. The other course prefixes in this department will remain as is (ARB, CHN, FRE, GER, JPN, LAT, POR, RSN, and SNH).

NEW BUSINESS:

Dr. Heather Hulburt Norris presented one proposal from the Walker College of Business.

Proposal BUS-2011-001 was approved as follows (EFFECTIVE: FALL, 2012):

1. Change the prerequisite statement for **BUS 4000. Business Capstone Experience** (*GEN ED: Capstone Experience*) to read as follows: "Prerequisites: a minimum grade of "C" in ENG 3100 or BE 3340 (business majors only), completion of all College of Business core courses other than MGT 4750, and final semester senior standing."

VOTE 1 YES ...14... NO ...0... ABSTAIN ...1...

Dr. Charles Duke presented the proposals from the Reich College of Education.

Proposals from the Department of Curriculum and Instruction (5 proposals) were approved as follows (EFFECTIVE: FALL, 2012):

1. Course deletion:

CI 5600. Middle School Philosophy and Organization/(3).F.

2. Course additions:

CI 5550. Successful Schools for Young Adolescents (3).F.

This course is a comprehensive study of the middle school philosophy, the middle school movement, and the essential components of middle level organization and schooling. The course focuses on the developmental characteristics of young adolescents and the implications of those characteristics for middle level schooling. Other topics include: an historical study of elementary schools that include the middle grades, junior high schools, and middle schools; current trends and issues in middle level education; the middle level knowledge base; major organizational issues; the roles of teachers; and the future of middle level education.

CI 5650. Middle Level Instruction and Assessment (3).S.

This course provides an in-depth examination of assessment-driven instruction for young adolescents. Multiple forms and types of assessments that increase young adolescent learning will be investigated and applied. Evidences of young adolescent learning will be collected and analyzed to inform instructional decisions. Essential understandings grounded in young adolescents' questions about the world will guide instructional design. Models of instructional design that teach for understanding, including instructional decision-making related to research-verified practices, are emphasized.

3. Change the title and course description of CI 5750. Teaching Young Adolescents to read as follows:

CI 5750. Teaching Diverse Young Adolescents (3).S.

This course focuses on issues relevant to teaching young adolescents of varied backgrounds and abilities. Special attention will be given to developmentally and culturally responsive instruction and management of diverse classrooms. The various factors that influence young adolescent learning and development and how they impact teaching and learning will be investigated. Critical reflection and challenge of current practices related to diverse young adolescents in classrooms, schools, and communities will be fostered.

4. Change the title and course description of CI 5850. Middle School Curriculum to read as follows:

CI 5850. Middle Level Curriculum (3).F.

This course examines models of curriculum and processes of curriculum design that are responsive to the needs of young adolescents. Educators examine major middle level curriculum theories, historical contexts of curriculum development, traditional and innovative middle level curriculum models, implications of 21st Century teaching and learning, and trends and issues that reflect research and successful practice.

5. Revise the program of study for the Master of Arts in Middle Grades Education

(472*/13.1203)[T] with concentrations in Language Arts (472B)[T], Mathematics (472C)[T], Science (472D)[T], and Social Studies (472E)[T] as follows: 1) delete CI 5045/SPE 5045, CI 5055, and CI 5600 from the list of required courses; 2) add CI 5550 and CI 5650 to the list of required courses; 3) change the number of hours required for the concentrations from 11-12 s.h. to 9-15 s.h.; 4) change the number of elective hours

from 0-3 s.h. to 0-8 s.h.; 5) add a degree requirement that candidates for this degree who do not have middle grades teaching experience must successfully complete a 3 s.h. graduate level middle grades internship (CI 5900. Internship/Practicum); and, 6) reflect other course changes as noted in numbers 1-4 above. (The total number of hours required for this degree, 39 s.h., does not change.)

VOTE 2 **YES ...15...** **NO ...0...** **ABSTAIN ...0...**

Proposals were presented from the College of Fine and Applied Arts for the Department of Communication, and the Department of Technology and Environmental Design.

Proposals from the Department of Communication (2 proposals) were approved as follows (EFFECTIVE: FALL, 2012):

1. Course additions:

COM 3131. Health Communication in Interpersonal Settings (3).On Demand.

Theory and practice of health communication in interpersonal contexts, including patient-provider communication, social support, and communication in illness.

COM 3680. Literary Journalism (3).On Demand.

A study of journalism as literature and the practice of writing nonfiction journalistic prose employing the narrative aims and techniques of fiction. (Same as ENG 3680.)

ENG 3680. Literary Journalism (3).On Demand.

A study of journalism as literature and the practice of writing nonfiction journalistic prose employing the narrative aims and techniques of fiction. (Same as COM 3680.)

VOTE 3 **YES ...16...** **NO ...0...** **ABSTAIN ...0...**

One proposal from the Department of Technology and Environmental Design (for the Interior Design Program) was approved as follows (EFFECTIVE: FALL, 2012):

1. Change the title and course description of INT 4109. Capstone Pre-Design as follows:

INT 4109. Studio VII Pre-Design (1).F.

This course focuses on pre-design phases for the senior project. Content may include project proposals, comprehensive research, programming, codes analysis, project management, site analysis, building identification and other pre-design issues. The course stresses the importance of pre-design work in the overall design process, with emphasis on current periodicals, references and literature. Prerequisite: INT 3105. Lecture one hour.

VOTE 4 **YES ...16...** **NO ...0...** **ABSTAIN ...0...**

Dr. Susan Roggenkamp presented the proposals from the College of Health Sciences for the Department of Communication Sciences and Disorders and the Department of Health, Leisure and Exercise Science.

Proposals from the Department of Communication Sciences and Disorders (11 proposals) were approved as amended as follows (EFFECTIVE: FALL, 2012):

1. Course deletions:

- CSD 5562*. Advanced Phonetic Transcription (1).F;S.
- CSD 5564. Clinical Practicum I (3).F;S.
- CSD 5602*. Communication and Aging (3).On Demand.
- CSD 5668*. Language Disorders (3).F.
- CSD 5690. Topics in Communication Disorders: Weekends with the Experts (1).F;S.
- CSD 5731. Neurogenic Disorders I (3).F;S.
- CSD 5732. Neurogenic Disorders II (3).S.
- CSD 5733. Neurogenic Disorders III (3).F.Even-numbered years; SS.Odd-numbered years.
- CSD 5864*. Intervention Processes in Communication Disorders (3).F;S.
- CSD 5865*. Laboratory in Intervention Processes in Communication Disorders (1).F;S.

*(*NOTE: The dual-listed courses CSD 4562, CSD 4602, CSD 4668, CSD 4864 and CSD 4865 will be submitted for deletion at the January 18, 2012 AP&P Committee meeting.)*

2. Course additions:

CSD 5561. Introduction to Clinical Procedures I (3).F;S.

This course provides instruction in methods used for intervention in speech-language pathology. Primary emphasis is placed on evidence-based remediation procedures for children and adults with communication disorders; implementing clinical approaches in a variety of settings; organization of clinical practicum; and writing skillful clinical reports, referral letters, IEPs, and IFSPs. Students will participate in clinical experiences. (Meets ASHA III-B)

CSD 5850*

*(*NOTE: The addition of CSD 5850 was withdrawn on 1/13/12 per Dr. Susan Roggenkamp. The course description will be revised and CSD 5850 will be re-submitted at the February 1, 2012 AP&P Committee meeting on one proposal to add the dual-listed courses CSD 4850/CSD 5850.)*

CSD 5851. Motor Speech Disorders (3).F;S.

This course provides instruction in the differential diagnosis and management of neurogenic speech disorders, including the dysarthrias and apraxia of speech. (Meets ASHA II-B)

CSD 5852. Dysphagia (3).F;S.

This course provides instruction in the description, differential diagnosis, and management of swallowing disorders in adults and children. Discussion will include developmental, behavioral, structural, and neurogenic disorders and the cultural influences on eating behaviors. (Meets ASHA III-B-H)

3. Change the title of CSD 5569. Clinical Practicum in the Schools, change the credit hours from (3 or 6 s.h.) to (3 s.h.), and change the course description and the prerequisite statement to read as follows:

CSD 5569. Clinical Practicum IV (3).F;S.

Supervised practicum involving evaluation and therapy techniques in speech-language pathology. Specific clinical assignments will depend on prior and concurrent coursework in the disorders areas. Graded on an S/U basis. Prerequisite: CSD 5566. (Meets ASHA III-B)

4. Change the title of CSD 5661. Diagnostic Process to read as follows:

CSD 5661. Assessment and Evaluation (3).F;S.

5. Change the title and semester offering of CSD 5666. Voice Disorders to read as follows:
CSD 5666. Voice and Resonance Disorders (3).F;S.
6. Change the title, semester offering, and course description of CSD 5669. Phonologic Disorders to read as follows:
CSD 5669. Speech Sound Disorders (3).F;S.
Clinical application of current research in disorders of the speech sound system. (Meets ASHA II-B)
7. Change the title of CSD 5675. Language Disorders I and change the prerequisite statement to read as follows:
CSD 5675. Preschool Language Disorders (3).F;S.
Prerequisites: CSD 3366 (Communication Development), CSD 4162 (Structural Analysis of Language), or permission of the instructor.
8. Change the title of CSD 5676. Language Disorders II and change the prerequisite statement to read as follows:
CSD 5676. School-Age Language Disorders (3).F;S.
Prerequisites: CSD 3366 (Communication Development), CSD 4162 (Structural Analysis of Language), or permission of the instructor.
9. Change the title of CSD 5678. Language Disorders III to read as follows:
CSD 5678. Written Language Disorders (3).F;S.
10. Revise the program of study for the Master of Science in Speech-Language Pathology (821A/51.0203)[T] as follows: 1) delete CSD 5564, CSD 5731, and CSD 5732 from the list of required courses; 2) add CSD 5561, CSD 5851, and CSD 5852 to the list of required courses; 3) change the clinical practicum course requirements; 4) change the “With Thesis” option from 6 s.h. to 9 s.h. by increasing the electives from 3 s.h. to 6 s.h.; 5) reflect other course changes as noted in numbers 1-9 above; and 6) update the catalog text for “In-Field” and “Out-of-Field” definitions. [The total number of hours required for this degree changed from 57 (thesis) or 60 s.h. to 60 s.h.]

VOTE 5 YES ...16... NO ...0... ABSTAIN ...0...

Proposals from the Department of Health, Leisure and Exercise Science (2 proposals for the Health Promotion Program) were approved as follows (EFFECTIVE: FALL, 2012):

1. Increase the credit hours from (2 s.h.) to (3 s.h.) for HP 4100, change the semester offering, and change the course description to read as follows:
HP 4100. Biostatistics (3).F;S.
A study of computational techniques, theoretical frameworks and methodology used in the application, measurement, interpretation and evaluation of statistics in the health sciences. Students will utilize statistical software to apply theoretical principles and to further their understanding of data within the health promotion field.
2. Revise the program of study for the Bachelor of Science in Health Promotion (509A/51.2207) to reflect the following course changes: 1) the credit hours for HP 4100 (Biostatistics) changed from (2 s.h.) to (3 s.h.); and 2) ES 2000 (5 s.h.) changed to ES

2030 (Concepts in Human Anatomy and Physiology) (4 s.h.) (The total number of hours required for this degree, 122 s.h., does not change.)

VOTE 6 YES ...16... NO ...0... ABSTAIN ...0...

Proposals from the Department of Health, Leisure and Exercise Science (3 proposals for the Exercise Science Program) were approved as follows (EFFECTIVE: FALL, 2012):

1. Course addition:
ES 3520. Instructional Assistance (1).F;S.
A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.
2. Change the course numbering, title, and credit hours for ES 2000. Human Anatomy and Physiology (5 s.h.) to ES 2030. Concepts in Human Anatomy and Physiology (4 s.h.), and change the course description, lecture/lab statement, and the prerequisite statement to read as follows:
[DELETE ES 2000 and ADD ES 2030.]
ES 2030. Concepts in Human Anatomy and Physiology (4).F;S.
This course will provide an overview of human anatomy and physiology with a particular focus on organ systems related to sports science, health, and wellness. Topics will include structure, function and the interrelationships of organ systems. Lecture three hours, laboratory two hours. Prerequisite: BIO 1101; or BIO 1801; or CHE 1101 and CHE 1110.
3. Change the prerequisite statement for ES 2031. Human Anatomy and Physiology I and add the following corequisite statement to read as follows:
“Prerequisites: CHE 1101 and CHE 1110; or BIO 1101; or BIO 1801. Corequisites or prerequisites: BIO 1102; or BIO 1802; or CHE 1102 and CHE 1120.

VOTE 7 YES ...16... NO ...0... ABSTAIN ...0...

Proposals from the Department of Health, Leisure and Exercise Science (6 proposals for the Physical Education Basic Instruction Program) were approved as follows (EFFECTIVE: FALL, 2012):

1. Change the title of PE 1730. Beginning Rock Wall Climbing to read as follows:
PE 1730. Rock Wall Climbing (1).F;S.
GEN ED: Wellness Literacy, (CORE: PHYSICAL ACTIVITY/WELLNESS)
2. Change the title of PE 1822. Beginning Tennis to read as follows:
PE 1822. Tennis (1).F;S.
GEN ED: Wellness Literacy, (CORE: PHYSICAL ACTIVITY/WELLNESS)
3. Change the title of PE 1873. Beginning Skiing to read as follows:
PE 1873. Alpine Skiing (1).S. (Fee charged)
GEN ED: Wellness Literacy, (CORE: PHYSICAL ACTIVITY/WELLNESS)

4. Change the title of PE 1874. Intermediate Skiing to read as follows:
PE 1874. Intermediate Alpine Skiing (1).S. (Fee charged)
GEN ED: Wellness Literacy, (CORE: PHYSICAL ACTIVITY/WELLNESS)
5. Change the title of PE 1876. Beginning Snowboarding to read as follows:
PE 1876. Alpine Snowboarding (1).S. (Fee charged)
GEN ED: Wellness Literacy, (CORE: PHYSICAL ACTIVITY/WELLNESS)
6. Change the title of PE 1877. Intermediate Snowboarding to read as follows:
PE 1877. Intermediate Alpine Snowboarding (1).S. (Fee charged)
GEN ED: Wellness Literacy, (CORE: PHYSICAL ACTIVITY/WELLNESS)

VOTE 8 YES ...16... NO ...0... ABSTAIN ...0...

Proposals from the Department of Health, Leisure and Exercise Science (3 proposals for the Recreation Management Program) were approved as amended as follows
(EFFECTIVE: FALL, 2012):

1. Course additions:

RM 3156. Wilderness and Remote First Aid Instructor (3).On Demand.

This course provides students with the knowledge and skills to be able to teach others how to deal with emergencies in remote settings. This emergency response training includes patient assessment, evacuation procedures, musculoskeletal and soft tissue injuries, splinting, and how to treat people with injuries due to altitude-sickness, hypothermia, excessive heat, allergies, burns, wounds and infection.

RM 3157. Environmental Education Skills (3).On Demand.

This course is designed to introduce students to the basic skills needed to facilitate environmental education programs and facilitate outdoor programs in ways that have as little environmental impact as possible. Students will become Leave-No-Trace (LNT) trainers and will begin the certification process for becoming North Carolina Environmental Educators.

RM 3161. Swift Water Rescue (1).S.

This course teaches recognition and avoidance of common river hazards, execution of self-rescue techniques, and rescue techniques for paddlers in distress. Emphasis is placed both on personal safety and on simple, commonly used skills. Techniques for dealing with hazards that carry greater risks for both victim and rescuer, such as strainers, rescue vest applications, entrapments, and pins, also are practiced. Scenarios will provide an opportunity for participants to practice their skills both individually and within a team/group context. Prerequisite: approval of the instructor.

VOTE 9 YES ...16... NO ...0... ABSTAIN ...0...

[NOTE: The five proposals on today's agenda from the Department of Health, Leisure and Exercise Science for the Physical Education Teacher Education (PETE) Program were withdrawn and will be re-submitted for the February 1, 2012 AP&P meeting.]

Proposals from the Hayes School of Music (5 proposals) were approved as amended as follows (EFFECTIVE: FALL, 2012):

1. Course addition:
MUS 2046. Jazz Piano (1).F;S.
 Group instruction in the fundamental principles of learning to read chord symbols for lead sheet application and for developing basic improvisational skills for use over common jazz forms such as the blues. Lecture and demonstration one hour. Prerequisite: AMU 2001 or MUS 1041 or permission of the instructor.

2. Change the prerequisite statement for MUS 2034. Introduction to Teaching Music to a pre- or corequisite statement as follows:
 “Prerequisites or corequisites: MUS 1002 and MUS 1008.”

3. Change the credit hours from (3 s.h.) to a variable credit of (1-3 s.h.) for MUS 5018. Applied Area Literature and add the “May be repeated...” statement to the course description as follows:
MUS 5018. Applied Area Literature (1-3).On Demand.
 A comprehensive, historical survey of music for the major instrument, with a detailed study of at least one selected solo work representative of the style of each music period. Attention will also be directed to representative ensemble literature and the compilation of a discography and bibliography. May be repeated for a total credit of six semester hours.

4. Change the credit hours from (2 s.h.) to a variable credit of (1-3 s.h.) for MUS 5998. Master of Music in Performance Recital and add the “May be repeated...” statement to the course description as follows:
MUS 5998. Master of Music in Performance Recital (1-3).On Demand.
 Graded on an S/U basis. May be repeated for a total credit of three semester hours.

5. Add a concentration in Collaborative Piano (xxxX) to the Master of Music in Performance (558*/50.0903) and revise all the concentrations to give a single minimum number of total hours required (31 semester hours for Music Composition and all the other existing Performance concentrations, and 34 semester hours for the new Collaborative Piano concentration). The revised program of study, including the new concentration will read as follows:

Course Requirements for the Master of Music in Performance		
Semester Hours Required (minimum): depends upon concentration – see below		
Required Courses	<ul style="list-style-type: none"> • AMU 6xxx: Applied Music (8) • MUS 5006: Philosophy of Music (3) • MUS 5007: Music Bibliography (2) • MUS 5013: History of Musical Style (3) • MUS 5018: Applied Area Literature – topics depend upon concentration (3) • MUS 5600: Analytical Techniques (3) 	22
Concentration (CHOOSE ONE)	<p>Music Composition Concentration (Code: 558Z) - Semester hours required for the degree (minimum): 31</p> <ul style="list-style-type: none"> • MUS 5100: Performance Ensemble (1+1=2) • MUS 5999: Thesis (2-4) • 3-5 s.h. of music electives chosen in consultation with an advisor 	9-12

	<p>OR Collaborative Piano Concentration (Code: xxxX) - Semester hours required for the degree (minimum): 34</p> <ul style="list-style-type: none"> • MUS 5018: Applied Area Literature (1-3) • MUS 5100: Performance Ensemble (4) • MUS 5997: Practicum Experience (2) • MUS 5998: Master of Music in Performance Recital (2) • 3 s.h. of music electives chosen in consultation with an advisor <p>OR Other Performance Concentrations (Code: 558B through 558Y) - Semester hours required for the degree (minimum): 31</p> <ul style="list-style-type: none"> • MUS 5100: Performance Ensemble (1+1+1+1=4) • MUS 5998: Master of Music in Performance Recital (2) • 3-5 s.h. of music electives chosen in consultation with an advisor 	
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VOTE 10 YES ...16... NO ...0... ABSTAIN ...0...

Dr. Mike Mayfield presented the proposals from University College for the Appalachian Studies Program, the Interdisciplinary Studies Program, the Watauga Global Community, and the General Education Program.

One proposal from the Appalachian Studies Program was approved as amended as follows (EFFECTIVE: FALL, 2012):

1. Course addition:
AS 5025. Pedagogy for Appalachian Studies (3).S.
 A course designed for graduate teaching assistants responsible for teaching Appalachian Studies courses. Students will learn strategies for effective teaching in face-to-face, online, and hybrid college classrooms and will develop skills in constructing a syllabus; writing learning objectives; structuring reading and writing assignments; and assessing student outcomes. Participants will be introduced to educational philosophies for college-level teaching, will learn about current issues in the teaching of Appalachian Studies, and will learn how to access teaching resources.

2. Revise the program of study for the Master of Arts in Appalachian Studies (204*/05.0199) as follows: 1) add AS 5025 to the list of “Electives” under the concentration in Appalachian Culture Area (204B); 2) add AS 5025 to the list of “Electives” under the concentration in Appalachian Music: Roots and Influences (204D); and, 3) add AS 5025 to the list of “Social Sciences and Humanities Electives” under the concentration in Sustainable Development (204C). (The total number of hours required for this degree, 36 s.h., does not change.)

VOTE 11 YES ...16... NO ...0... ABSTAIN ...0...

Proposals from the Interdisciplinary Studies Program (2 proposals) were approved as follows (EFFECTIVE: FALL, 2012):

1. Course additions:

IDS 2200. Race and Resistance: Perspectives on African Americans in the Jim Crow South (3).S.

GEN ED: Historical Studies Designation; Historical and Social Perspective (Theme: “Revolutions and Social Change”)

Race remains one of America's central organizing principles. This course will explore how African Americans in the South, following the Civil War, struggled against white supremacy in their politics and in their culture, in the process creating perhaps our nation's most successful non-violent campaign for social change, the Civil Rights Movement. To do this, we will explore the African American experience from a variety of disciplinary perspectives: scholars from different disciplines, students will come to understand, can approach the past very differently. Students will also become acquainted with popular aspects of African American culture, such as jazz, blues, dance, religion and food. During the course of the semester, students will design their own research projects, integrating knowledge drawn from a variety of disciplinary approaches and methods, presenting their research in both written form and other media.

IDS 3010. H2O: We are Water (3).F;S.

GEN ED: Local to Global Perspective (Theme: “Global Resources”)

Water is studied in disciplines ranging from art to zoology. The hydrologic cycle functions on a global scale but has local impacts. This interdisciplinary course will look at water policy and how we manage water resources; who gets water, for what purpose; and the impacts of these decisions on the resource. It will discuss the ways we use water, abuse it, revere it, ignore it, and fight over it. In the US, our quality of life is entirely dependent on cheap, plentiful, clean water. We use it in vast quantities to produce power, grow food, and protect our health. Globally, demands for water continue to increase. The class will cover the intersections among our scientific understanding of water flows, our technological developments, and our policy approaches toward this elemental resource, locally and globally.

VOTE 12 YES ...15... NO ...0... ABSTAIN ...1...

One proposal from the Watauga Global Community was approved as follows (EFFECTIVE: FALL, 2012):

1. Course addition:

WGC 3664. Creative Writing in the Field: Black Mountain College (6).S.

A course in the writing of creative non-fiction, with emphasis on site-based and archival research, personal interviews, and visual documentation. Assignments will include written work, oral presentations, workshop evaluations, and weekend, on-site visits to Black Mountain College and other relevant locations.

VOTE 13 YES ...16... NO ...0... ABSTAIN ...0...

Proposal UC_GE_2011_1 from the General Education Program was approved as follows
(EFFECTIVE: FALL, 2012):

1. Allow consideration of an out-of-state associate's degree for possible completion of the General Education program. Also, establish a set of guidelines for the Offices of General Education and Transfer Articulation to use when evaluating associate's degrees earned from institutions outside of North Carolina.

Add the following policy and guidelines to the *Undergraduate Bulletin* under the "Office of Transfer Articulation" section (see pages 33-34 of the *2011-2012 Undergraduate Bulletin*):

Evaluation of Out-of-State Associate's Degrees

A student who has earned an associate's degree from another state may request that the Office of Transfer Articulation initiate a review of her or his coursework to determine if the student should be granted credit for completion of Appalachian's General Education Program. A committee of three people (Director of the Office of Transfer Articulation, Director of General Education, and Assistant Director of General Education) will evaluate the coursework using the guidelines below. If the committee determines that the coursework satisfies the guidelines, it will notify the student and her or his advisor and instruct the transfer evaluators in the Office of Transfer Articulation to add credit for GEP MET (Appalachian's designation for an associate's degree which fulfills all requirements of the General Education Program) to the student's record.

Guidelines

Completion of the following coursework, with a grade of "C" or better in each course, will fulfill the requirements of the General Education Program. These guidelines mirror those most frequently completed by students to complete the North Carolina General Education Core, which forms the basis of AA and AS degrees in the North Carolina Community College System.

44 semester hours in general education courses, including the following specific areas:

- 8 hours (2 courses, with labs) in Natural Science
- 3 hours in Math
- 3 hours in Math, Computer Information Systems, or Statistics
- 6 hours in English Composition
- 12 hours of Humanities/Fine Arts in at least 3 disciplines; 3 hours must be Literature
- 12 hours of Social/Behavioral Sciences in at least 3 disciplines; 3 hours must be History

Revise the "North Carolina Community College Articulation Agreement" (see pages 33-34 of the *2011-2012 Undergraduate Bulletin*) to read as follows:

Articulation Agreement

The North Carolina Community College (NC) system and the University of North Carolina General Administration have established a transfer articulation agreement which enables students who entered one of the North Carolina community colleges after Fall of 1997 to transfer the first two years of credits to senior universities within the UNC system. Students completing the 44 semester hours of general education through their (NC) community college with a grade of "C" in each course will receive credit for general education at any of the (UNC) schools. Students completing the Associate of Arts or Associate of Science degrees at NC schools will receive junior status and be considered to have fulfilled the institution-wide, lower level division, or general education requirements at (UNC) senior institutions. To be considered for junior status at one of the UNC institutions, community college transfers must meet the same requirements set for native students in the University with respect to grade-point average, credit hours accumulated, and acceptability of courses with a grade of "C," etc. Admission to a (UNC) university will not constitute admission to a professional school or a specific program. Requirements for admission to some programs may require additional pre-speciality courses beyond the general transfer core taken at the (NC) community college. Students entering such programs may need more than two academic years of course work to

complete the baccalaureate degree, depending on requirements of the program. (NOTE: *Students who earn the Associate of Arts, the Associate of Science, or the Associate of Fine Arts degree, or who complete the 44 semester hour core requirements as defined by the UNC/North Carolina Community College Articulation Agreement may be exempted from the UNC Minimum Course Requirements.*) Students who have earned an associate’s degree from another state may request that the Office of Transfer Articulation initiate a review of coursework to determine if the student should receive credit for Appalachian’s General Education Program.

VOTE 14 YES ...16... NO ...0... ABSTAIN ...0...

Proposal UC_GE_2011_2 from the General Education Program was approved as follows
(EFFECTIVE: FALL, 2012):

1. Change the First Year Seminar requirement in General Education to allow transfer students with at least one year since high school graduation and 30 or more semester hours of transferable work to be exempt from First Year Seminar.

Add the following policy to the *Undergraduate Bulletin* under the “Office of Transfer Articulation” section (see pages 33-34 of the *2011-2012 Undergraduate Bulletin*):

First Year Seminar Policy for Transfer Students

Students who transfer to Appalachian State University with 0-29 semester hours and/or who enter Appalachian within one year of high school graduation will be required to take UCO 1200 (First Year Seminar) or its equivalent.

Students who transfer to Appalachian State University at least one year after high school graduation and who have 30 or more semester hours of transferable work will be exempted from the First Year Seminar requirement. This may result in a reduction of 3 semester hours in the general education requirements for each of these students. If a student completes all other graduation requirements and falls short of the minimum number of hours for graduation, they will be required to make up the shortage of hours by completing other coursework.

Students who have earned 60 or more semester hours at any combination of institutions will not be allowed to enroll in UCO 1200. If a student with 60 or more semester hours wishes to enroll and has a pedagogically sound reason for wanting to do so, she or he may request permission to enroll in UCO 1200 from the Office of General Education.

For students affected by this policy, the Office of Transfer Articulation will add to the record of transfer work a course of UCO MET with a grade of CR. UCO MET will serve as an equivalent to UCO 1200 for purposes of major declaration and enrollment in ENG 2001 (Introduction to Writing Across the Curriculum).

2. Revise the “General Education Requirements” (see page 54 of the *2011-2012 Undergraduate Bulletin*) to read as follows:

General Education Requirements

The program requires students to complete an integrated curriculum grounded in a liberal education in the arts and sciences. It employs a vertical model consisting of opportunities during each year of enrollment for students to improve their skills in critical thinking, inquiry, analysis, synthesis, written and oral communication, and information and technological literacy. Furthermore, the curriculum provides avenues for synergy between general education and the academic major and active learning within and outside the traditional classroom through linkages with undergraduate research, service learning, international experiences, and leadership development. 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
- 29 s.h. Perspectives (including 3 s.h. each in fine arts, historical studies, literary studies)
- 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. taught in their major discipline toward general education requirements.

3. Change the course description of UCO 1200. First Year Seminar to restrict enrollment to students classified as freshmen and sophomores (59 or fewer earned hours). The revised course description will read as follows:

UCO 1200. First Year Seminar (3).F;S.

GEN ED: First Year Seminar

The first year seminar engages students and faculty in a shared process of inquiry around a broad, interdisciplinary topic or question. Utilizing at least two different modes of inquiry, as well as varied and engaging pedagogies, this seminar aims to help students develop their abilities to think critically and communicate effectively. It also aims to help students make connections with faculty, peers, the university, and the curriculum. UCO 1200 or an equivalent “First Year Seminar” course (such as HON 1515, Freshman Honors Seminar, or WGC 1103, Investigations: Local) is required of all freshmen. It is also required of all transfer students with less than 30 semester hours of transferable work or who graduated from high school less than one year before their matriculation date. Transfer students with 30-59 semester hours of transferable work are eligible to enroll, but it is not required. Students with 60 or more earned hours are not eligible to enroll without permission from the Office of General Education.

VOTE 15 YES ...16... NO ...0... ABSTAIN ...0...

Dr. Dru Henson presented the proposals from the College of Arts and Sciences for the Departments of Sociology, Chemistry, Foreign Languages and Literatures, History, Mathematical Sciences, and Psychology.

Proposals from the Department of Sociology (3 proposals) were approved as amended as follows (EFFECTIVE: FALL, 2012):

1. Revise the program of study for the Bachelor of Arts in Sociology (290A/45.1101) as follows: 1) change the course requirements under *Section III.A.* from stating “one course from 4560-4850 offerings” to “one course from 4000 offerings”, and 2) correct the prerequisite listing for SOC 3960. It should state: “Prerequisite: SOC 3950.” (The total number of hours required for this degree, 122 s.h., does not change.)
2. Change the title of the concentration in Family Development (284F) to a concentration in Families and Intimate Relationships (xxxX) under the Bachelor of Science in Sociology (284*/45.1101); and revise the program of study for the concentration in Families and Intimate Relationships as follows: 1) delete HPC 4840, PSY 2305, SW 2630, and SW 3000 from the list of

optional courses under *Section II.B.1.*, and 2) add SOC 3370, SOC 4650, WS 2600, and WS 3100 to the list of optional courses under *Section II.B.1.* (The total number of hours required for this degree, 122 s.h., does not change.)

3. Revise the program of study for the concentration in Social Inequalities (284K) under the Bachelor of Science in Sociology (284*/45.1101) as follows: 1) delete SW 2010, SW 2020, SW 2630, and SW 3330 from the list of optional courses under *Section II.B.1.*, and 2) add ENG 2120, ENG 2130, HIS 3240, MUS 2023, PLN 4470, PS 3888/CJ 3888, SW 4565, SOC 3600, SOC 3710, SOC 4350, WS 2600, and WS 4600 to the list of optional courses under *Section II.B.1.* (The total number of hours required for this degree, 122 s.h., does not change.)

VOTE 16 YES ...16... NO ...0... ABSTAIN ...0...

Proposals from the Department of Foreign Languages and Literatures (4 proposals) were approved as follows (EFFECTIVE: FALL, 2012):

1. DELETE the **FL (Foreign Languages and Literatures)** course prefix and ADD the new prefix **LLC (Languages, Literatures, and Cultures)**.
2. Change the following undergraduate courses from **FL to LLC**: 0100, 1000, 1210, 1530-1549, 2010, 2025, 2050, 2510, 3010, 3020, 3120 (LLC/CI), 3500, 3520, 3530-3549, 3550, 4010, 4020, 4550/5550, 4551/5551, and 4555/5555; and remove the word “foreign” from the term “foreign languages” throughout the *Undergraduate Bulletin* .

Change the course prefix of FL 0100 to LLC 0100. The course description will read as follows:
[DELETE FL 0100 and ADD LLC 0100.]

LLC 0100. TOEFL Preparation for International Students (3).On Demand.

Introduction to the TOEFL: Test of English as a Foreign Language as well as an in-depth concentration in each of the three areas of the test: listening comprehension, structure, and reading comprehension. Students will have the opportunity to learn important test-taking strategies to improve their TOEFL scores. Course counts as three hours credit toward course load and full-time student eligibility, but does not count toward hours required for graduation (see “Institutional Credit”).

Change the course prefix of FL 1000 to LLC 1000. The course description will read as follows:
[DELETE FL 1000 and ADD LLC 1000.]

LLC 1000. English for International Students (3).F.

GEN ED: First Year Writing

Listening, speaking, reading and writing English for advanced students whose first language is not English. Emphasis on communication in a variety of academic and social settings. This course is self-paced to enable the student to concentrate on individual needs and problem areas. In addition to class meetings, students will be assigned a tutor to assist them with assignments.

Change the course prefix of FL 1210 to LLC 1210. The course description will read as follows:
[DELETE FL 1210 and ADD LLC 1210.]

LLC 1210. Language and Culture: Selves and Others (1).F.

This one-credit hour course is required for mentors in the Language and Culture Community. Class requirements will include readings and activities focusing on intercultural communication, as well as participation in intercultural skill building activities. Students (mentors) will work to implement what they practice and discuss in class with their mentees among the first-year students of the Language and Culture Community.

Change the course prefix of FL 1530-1549 to LLC 1530-1549. The course description will read as follows:

[DELETE FL 1530-1549 and ADD LLC 1530-1549.]

LLC 1530-1549. Selected Topics (1-4).On Demand.

Can be used for elective credit only.

Change the course prefix of FL 2010 to LLC 2010. The course description will read as follows:
[DELETE FL 2010 and ADD LLC 2010]

LLC 2010. Mythology (3).On Demand.

Examination of the chief Graeco-Roman myths, their influence on artists and writers of western culture, and their place as examples of human mythopoeic tendencies. Open to all students. No prior knowledge of Latin required for enrollment. (MULTI-CULTURAL) (CORE: HUMANITIES/LITERATURE)

Change the course prefix of FL 2025 to LLC 2025. The course description will read as follows:
[DELETE FL 2025 and ADD LLC 2025.]

LLC 2025. Literature in Translation (3).F;S.

GEN ED: Literary Studies Designation; Aesthetic Perspective (Theme: "How We Tell Stories")

A study of various literatures in translation, from the medieval through the modern period, focusing on the language and culture areas featured in departmental offerings. Course content will vary and may concentrate on poetry, fiction, drama, or a combination. (MULTI-CULTURAL) (CORE: HUMANITIES/LITERATURE)

Change the course prefix of FL 2050 to LLC 2050. The course description will read as follows:
[DELETE FL 2050 and ADD LLC 2050.]

LLC 2050. Say What? Language in Mind and Society (3).F;S.

GEN ED: Historical and Social Perspective (Theme: "Mind")

An exploration of the issues surrounding human language and its relationship with thought, cognition and culture. Students will have the opportunity to learn how the sounds, structures and meanings of human languages are produced and interpreted, and will explore variation among world languages as well as the relationship among language, society and culture. Different theoretical approaches to these issues will be explained. The course will also examine the interaction between language and mind and the neurological basis of human language, and will look at the application of linguistic principles in language learning and artificial intelligence.

Change the course prefix of FL 2510 to LLC 2510. The course description will read as follows:
[DELETE FL 2510 and ADD LLC 2510.]

LLC 2510. Sophomore Honors Seminar in Literature in Translation (3).F;S.

A study of various literatures in translation, from the medieval through the modern period, focusing on the language and culture areas featured in departmental offerings. Course content will vary and may concentrate on poetry, fiction, drama, or a combination of genres. (MULTI-CULTURAL) (CORE: HUMANITIES/LITERATURE)

Change the prerequisite statement and the course prefix of FL 3010 to LLC 3010. The course description will read as follows:

[DELETE FL 3010 and ADD LLC 3010.]

LLC 3010. Second Language Acquisition (3).S.Alternate years.

A survey of the leading theories of language acquisition (experiential, cognitive, linguistic-theoretical) and their application to ESL pedagogy. The fundamental questions addressed in the course will be: how learners acquire a second language; similarities between first and second language acquisition; and, ramifications of second language acquisition for classroom instruction. Prerequisites: two years of a language other than English and LLC 2050 or ENG 3610.

Change the prerequisite statement and the course prefix of FL 3020 to LLC 3020. The course description will read as follows:

[DELETE FL 3020 and ADD LLC 3020.]

LLC 3020. Language, Society and the Teaching of ESL (3).S.Alternate years.

This course examines the interaction of language in society and investigates the practices, tendencies and the associated difficulties of persons identified with one culture seeking to communicate with persons of another culture. The course emphasizes the effects of cross-cultural communication on second language teaching. Prerequisites: two years of a language other than English and LLC 2050 or ENG 3610.

Change the course prefix of FL 3120/CI 3120 to LLC 3120/CI 3120. The course description will read as follows:

[DELETE FL 3120 and ADD LLC 3120.]

LLC 3120. Teaching Foreign Languages (6).F.

A study of methods, instructional strategies, organization and administration for teaching second languages in the K-12 curriculum, designed to allow students to meet Standards for Second Language Teachers as defined by the NC State Board of Education. Experiences will include development of unit and lesson plans, classroom observations, and micro-teaching. It is strongly advised that other requirements for licensure (except student teaching) be completed prior to taking this course. (Same as CI 3120.) Required for B.S. degree with K-12 teacher licensure. *and,*

Change the cross-listing statement for CI 3120 to reflect the change from FL 3120 to LLC 3120:

CI 3120. Teaching Foreign Languages (6).F.

A study of methods, instructional strategies, organization and administration for teaching second languages in the K-12 curriculum, designed to allow students to meet Standards for Second Language Teachers as defined by the NC State Board of Education. Experiences will include development of unit and lesson plans, classroom observations, and micro-teaching. It is strongly advised that other requirements for licensure (except student teaching) be completed prior to taking this course. (Same as LLC 3120.) Required for B.S. degree with K-12 teacher licensure.

Change the course prefix of FL 3500 to LLC 3500. The course description will read as follows:

[DELETE FL 3500 and ADD LLC 3500.]

LLC 3500. Independent Study (1-3).F;S.

Change the course prefix of FL 3520 to LLC 3520. The course description will read as follows:

[DELETE FL 3520 and ADD LLC 3520.]

LLC 3520. Instructional Assistance (1).On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

Change the course prefix of FL 3530-3549 to LLC 3530-3549. The course description will read as follows:

[DELETE FL 3530-3549 and ADD LLC 3530-3549.]

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

Change the course prefix of FL 3550 to LLC 3550. The course description will read as follows:

[DELETE FL 3550 and ADD LLC 3550.]

LLC 3550. Survey of Chinese and Japanese Literature (3).On Demand.

To examine works of representative masters in various genres from the beginning to early twentieth century, by studying the translation of the works. Class is conducted in English. Prerequisite: ENG 1100.

Change the course prefix of FL 4010 to LLC 4010. The course description will read as follows:
[DELETE FL 4010 and ADD LLC 4010.]

LLC 4010. Afro-Hispanic Literature (3).On Demand.

A survey of Afro-Hispanic contributions to Spanish and Spanish American Literature in works written by Afro-Hispanic authors. An examination of literary themes on the life and culture of Blacks in Spanish-speaking America in the texts of representative Latin American authors underscoring outstanding historical facts and sociological concepts.

Change the course description and the course prefix of FL 4020 to LLC 4020 to read as follows:
[DELETE FL 4020 and ADD LLC 4020.]

LLC 4020. European Languages and Culture Through Films (3).On Demand.

Comprehensive analysis of European cultures through films, with special emphasis on the historical, political, social, and philosophical representations of life in selected countries in recent decades.

Change the prerequisite statement and the course prefix of FL 4550 to LLC 4550. The course description will read as follows:

[DELETE FL 4550 and ADD LLC 4550.]

LLC 4550. Structure of Modern English for TESL (3).F.On Demand.

This course will investigate the structure of the English language from the viewpoint of modern linguistics. Focus will be placed on the role of grammar in the second language classroom and methods of teaching grammar in a communicative context. Prerequisites: two years of a language other than English and LLC 2050 or ENG 3610. [Dual-listed with LLC 5550.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

Change the prerequisite statement and the course prefix of FL 4551 to LLC 4551. The course description will read as follows:

[DELETE FL 4551 and ADD LLC 4551.]

LLC 4551. Materials and Methods in TESL (3).S.On Demand.

A survey of various methods and materials to teach English to speakers of other languages. Discussion will focus on factors affecting how curricula are developed to most effectively teach speaking, listening, reading, writing, and culture to ESL students. Central to this course will be: an emphasis on various methods used to teach ESL holistically and in the context of a particular content; assessment; materials and resources; and the growth and development of the field of ESL. Prerequisite: two years of a language other than English and LLC 2050 or ENG 3610. [Dual-listed with LLC 5551.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

Change the prerequisite statement and the course prefix of FL 4555 to LLC 4555. The course description will read as follows:

[DELETE FL 4555 and ADD LLC 4555.]

LLC 4555. Practicum in TESL (3).S.On Demand.

This course provides future ESL teachers with experience teaching English to speakers of other languages in a supervised setting. As a part of this course, students complete a project/portfolio for use in future instruction. Prerequisites: two years of a language other than English and LLC 2050 or ENG 3610, LLC 3010, LLC 3020, and LLC 4550. May be taken concurrently with LLC 4551. [Dual-listed with LLC 5555.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

3. Change the following graduate courses from **FL to LLC**: 5500, 5525, 5530-5549, 5550/4550, 5551/4551, 5555/4555, 5590, 5600, 5601, and 5989; and remove the word “foreign” from the term “foreign languages” throughout the *Graduate Bulletin and Course Catalog* .

Change the course prefix of FL 5500 to LLC 5500. The course description will read as follows:
[DELETE FL 5500 and ADD LLC 5500.]

LLC 5500. Independent Study (1-3).F;S.

Change the course prefix of FL 5525 to LLC 5525. The course description will read as follows:
[DELETE FL 5525 and ADD LLC 5525.]

LLC 5525. Product of Learning (3).On Demand.

An on-going research/pedagogical project in thesis or portfolio form. Graded on an S/U basis.

Change the course prefix of FL 5530-5549 to LLC 5530-5549. The course description will read as follows:

[DELETE FL 5530-5549 and ADD LLC 5530-5549.]

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

Change the prerequisite statement and the course prefix of FL 5550 to LLC 5550. The course description will read as follows:

[DELETE FL 5550 and ADD LLC 5550.]

LLC 5550. Structure of Modern English for TESL (3).On Demand.

This course will investigate the structure of the English language from the viewpoint of modern linguistics. Focus will be placed on the role of grammar in the second language classroom and methods of teaching grammar in a communicative context. Prerequisites: two years of a language other than English and LLC 2050 (Say What? Language in Mind and Society) or ENG 3610 (Studies in the Principles of Language). [Dual-listed with LLC 4550.]

Change the prerequisite statement and the course prefix of FL 5551 to LLC 5551. The course description will read as follows:

[DELETE FL 5551 and ADD LLC 5551.]

LLC 5551. Materials and Methods in TESL (3).On Demand.

A survey of various methods and materials to teach English to speakers of other languages. Discussion will focus on factors affecting how curricula are developed to most effectively teach speaking, listening, reading, writing, and culture to ESL students. Central to this course will be: an emphasis on various methods used to teach ESL holistically and in the context of a particular content; assessment; materials and resources; and the growth and development of the field of ESL. Prerequisites: two years of a language other than English and LLC 2050 (Say What? Language in Mind and Society) or ENG 3610 (Studies in the Principles of Language). [Dual-listed with LLC 4551.]

Change the prerequisite statement and the course prefix of FL 5555 to LLC 5555. The course description will read as follows:

[DELETE FL 5555 and ADD LLC 5555.]

LLC 5555. Practicum in TESL (3).On Demand.

This course provides future ESL teachers with experience teaching English to speakers of other languages in a supervised setting. As a part of this course, students complete a project/portfolio for use in future instruction. Prerequisites: two years of a language other than English and LLC 2050 (Say What? Language in Mind and Society) or ENG 3610 (Studies in the Principles of Language), LLC 3010 (Second Language Acquisition), LLC 3020 (Language, Society and the Teaching of ESL), and LLC 5550. May be taken concurrently with LLC 5551. [Dual-listed with LLC 4555.]

Change the course prefix, title, and course description of FL 5590. Issues in Teaching Foreign Languages and Cultures to LLC 5590 to read as follows:

[DELETE FL 5590 and ADD LLC 5590.]

LLC 5590. Issues in Teaching Languages and Cultures (3).F.Alternate years.

An examination of current methodologies for teaching and research in second language learning across varied instructional settings, with practical applications that reflect an evolving standard of professionalism for language teachers. A textbook along with recent publications on the National Standards for Language Teaching are the core readings for the course, with additional articles placed on reserve in the Library. Offered alternate years with LLC 5601.

Change the course prefix of FL 5600 to LLC 5600. The course description will read as follows:
[DELETE FL 5600 and ADD LLC 5600.]

LLC 5600. Linguistics (3).SS.

Study of sounds/intonation, word formation, syntax, semantics, pragmatics and their application to learning a second language. Different theoretical approaches will be explained. Students will apply linguistic concepts to problems in a variety of languages. The course will also demonstrate how linguistics analyzes dialects and resolves problems of language learning and teaching.

Change the course prefix and the course description of FL 5601 to LLC 5601 to read as follows:
[DELETE FL 5601 and ADD LLC 5601.]

LLC 5601. Bilingualism and Second Language Acquisition (3).F.Alternate years.

An examination of competing views of second language acquisition which inform the way languages are taught. Introduction to a variety of research methods and practices typically used to study and assess student learning. The course culminates in the design of a second-language acquisition project by the student. Offered alternate years with LLC 5590.

Change the course prefix and the course description of FL 5989 to LLC 5989 to read as follows:
[DELETE FL 5989 and ADD LLC 5989.]

LLC 5989. Graduate Research (1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. LLC 5989 does not count toward a degree.

4. Change the following FRE and SNH courses as noted below to reflect the FL to LLC prefix change and to remove the word “foreign” from the term “foreign languages” in these courses:

Change the course description and the prerequisite statement for FRE 4510 to read as follows:

FRE 4510. Senior Honors Thesis (3).F;S.

Independent study and research. Honors thesis directed by a member of the French faculty in the Department of Languages, Literatures, and Cultures and graded by a departmental committee. Oral presentation. Prerequisites: completion of LLC 2510 and FRE 3510 with at least a “B” average.

Change the course description and the prerequisite statement for SNH 4510 to read as follows:

SNH 4510. Senior Honors Thesis (3).F;S.

Independent study and research. Honors thesis directed by a member of the Spanish faculty in the Department of Languages, Literatures, and Cultures and graded by a departmental committee. Oral presentation. Prerequisites: completion of LLC 2510 and SNH 3510 with at least a “B” average.

Change the course description for FRE 5000 to read as follows:

FRE 5000. Research and Critical Theory (3).On Demand.

Overview of source materials and advanced research methodologies in languages. Study of the various critical movements and disciplinary approaches to language and literature. Practical application of methods for uncovering, evaluating, organizing, and reporting of source material. (Same as SNH 5000.)

Change the course description for SNH 5000 to read as follows:

SNH 5000. Research and Critical Theory (3).On Demand.

Overview of source materials and advanced research methodologies in languages. Study of the various critical movements and disciplinary approaches to language and literature. Practical application of methods for uncovering, evaluating, organizing, and reporting of source material. (Same as FRE 5000.)

5. Combine the Bachelor of Arts in Spanish (286A/16.0905) and the Bachelor of Arts in French and Francophone Studies (122A/16.0901) into one degree: a Bachelor of Arts in Languages, Literatures, and Cultures (xxx*/xx.xxxx) with two concentrations: 1) French and Francophone Studies (xxxB), and 2) Spanish (xxxC). (The total number of hours required for this degree, 122 s.h., does not change.)
(CONTINGENT UPON APPROVAL BY THE UNC-GENERAL ADMINISTRATION).

6. Combine the Bachelor of Science in Spanish, Education (298A/13.1330)[T] and the Bachelor of Science in French and Francophone Studies, Education (123A/13.1325)[T] into one degree: a Bachelor of Science in Languages, Literatures, and Cultures (xxx*/xx.xxxx)[T] with two concentrations: 1) French and Francophone Studies, Education (K-12) (xxxB)[T], and 2) Spanish, Education (K-12) (xxxC)[T]. (The total number of hours required for this degree, 122 s.h., does not change.)
(CONTINGENT UPON APPROVAL BY THE UNC-GENERAL ADMINISTRATION).

VOTE 17 YES ...16... NO ...0... ABSTAIN ...0...

Dr. Claudia Cartaya-Marin introduced and explained the background for the proposals from the Department of Chemistry. A motion was made and seconded to consider proposals: CAS_CHE_2011_01, CAS_CHE_2011_02, and CAS_CHE_2011_03.

Dr. Cartaya-Marin responded to a number of questions from AP&P Committee members including the following concerns specifically from Dr. Jeff McBride (Department of Health, Leisure and Exercise Science) and Dr. Travis Triplett (Exercise Science Program Director):

- Decrease in number of contact hours for Exercise Science students and still representing one credit hour.
- May not meet recommended number of typically accepted contact hours for one credit laboratory class.
- Decreases knowledge base of students in Exercise Science in topic area possibly negatively affecting their preparation for subsequent Exercise Science courses.
- May not meet requirements of professional school prerequisites commonly applied to by Exercise Science students.
- Appears to be a resource issue and not an academic issue in terms of maintaining course quality for Exercise Science students.
- Present rationale as tailored lab experience when it is obviously a resource issue.
- Sets a precedent for subsequent proposals that will be submitted by Physics and Biology.

Dr. Mike Mayfield noted that these changes were recommended from the Science Enrollment Task Force in order to meet the demands for science labs. He also noted that Dr. Paul Gaskill, Dr. Susan Roggenkamp, and others have been included in those discussions.

Dr. Cartaya-Marin continued to justify their proposed changes as a way to accommodate students and meet the enrollment demands. The new lab course that is proposed (CHE 2102) was designed by the faculty in the Department of Chemistry to be more suitable for the fundamental students.

Ms. Lynne Waugh agreed that meeting the enrollment demands has been a huge problem with advising and she stated that the academic advisors appreciate that the task force has been looking at ways to serve our students.

Following a request for a show of hands for this vote (13 yes and 2 no), Kern Maass noted that the motion passed.

Proposals from the Department of Chemistry (3 proposals) were approved as follows
(EFFECTIVE: FALL, 2012):

1. Course addition:
CHE 2102. Fundamentals of Organic Chemistry Laboratory (1).F;S.
Introduction to basic laboratory practice in the synthesis, identification, and purification of organic compounds utilizing common organic laboratory techniques. Laboratory three hours/half semester. Prerequisites: CHE 1102 and CHE 1120; corequisite or prerequisite: CHE 2101.
2. Change the corequisite/prerequisite statement for CHE 2101. Fundamentals of Organic Chemistry to read as follows:
“Prerequisites: CHE 1102 and CHE 1120; corequisite or prerequisite: CHE 2102.”
3. Change the corequisite/prerequisite statement for CHE 2203. Organic Chemistry Laboratory I to read as follows:
“Prerequisites: CHE 1102 and CHE 1120; corequisite or prerequisite: CHE 2201 or written permission from the department chair.”

VOTE 18 YES ...13... NO ...2... ABSTAIN ...1...

Proposals from the Department of History (5 proposals) were approved as follows
(EFFECTIVE: FALL, 2012):

1. Course addition:
HIS 3148. The Making of British Democracy: Party and Politics, 1865-1951 (3).On Demand.
This course will examine processes of political change in Britain between 1865 (the death of Lord Palmerston) and 1951 (the defeat at the polls of the first majority Labour government). The main focus will be on the nature and meaning of “democracy.” In the early nineteenth century the term was used pejoratively, to warn against mob rule and social upheaval. But by the mid-twentieth century, Britain’s system of government was generally assumed to be “democratic”: the term now referred to an ongoing and salutary extension of political rights and participation. How did this change come about? Why did the character of Britain’s democracy continue to be controversial? In order to address these problems, the course will investigate the role played by particular political leaders, parties, principles, and policies, and the changing relationship between political institutions and the people they were designed both to govern and to represent.

HIS 3149. Britain’s “REEL” History: Monarchy and People on Film (3).On Demand.

This course will examine major themes in modern British history through film. It will focus on how films represent the past and how they are themselves products of particular periods and mind-sets. Among the topics to be studied will be: the role of the monarchy, and changing attitudes towards it; Britain’s experience of war in the twentieth century; the retreat from empire; social change and class relationships; and questions of race, gender, religion, and national identity. What do we see in modern Britain: Victorian continuities or the “New Jerusalem,” economic, imperial, political, and cultural decline or remarkable national progress? In addressing such questions, this course will consider what is revealed in movies and documentaries and place them in their proper historical context.

HIS 3423. Women in American History (3).S.Odd-numbered years.

An examination of the role of women in American history, both in traditional political and economic institutions, and in the family, work, and female organizations and movements. The course assumes a view of women as an essential force in history.

2. Change the title, semester offering and course description of HIS 3422. Women in History to read as follows:

HIS 3422. Women in European History (3).F.Even-numbered years.

An examination of the role of women in European history, both in traditional political and economic institutions, and in the family, work, and female organizations and movements. The course assumes a view of women as an essential force in history.

3. Revise each program of study in the Department of History as follows: 1) delete HIS 4000 from the major requirements, and 2) increase the number of “additional semester hours of history electives” from 9 s.h. to 12 s.h. (The total number of hours required for each of the following degrees, 122 s.h., does not change.)

[Note of clarification: The course, HIS 4000 (Senior Colloquium), is being deleted from the major requirements, but not from the inventory of courses in the catalog.]

- Bachelor of Arts in History (254A/54.0101)
- Bachelor of Science in History (246*/54.0101) with a concentration in Applied and Public History (246B)
- Bachelor of Science in History (246*/54.0101) with a Multidisciplinary concentration (246C)
- Bachelor of Science in History, Social Studies Education (116A/13.1328)[T]

VOTE 19 YES ...14... NO ...0... ABSTAIN ...2...

Proposals from the Department of Mathematical Sciences (15 proposals) were approved as follows (EFFECTIVE: FALL, 2012):

1. Course addition:

MAT 4420. Dynamical Systems Theory (3).F.

Development and application of the theory of dynamical systems. Topics include phase plane analysis, bifurcation theory, and chaos theory. Basic applications relevant to each topic are included. Additional topics may include fractional dimensions, differential equations, and cellular automata. Prerequisite: MAT 3130 or MAT 3310.

2. Course additions (5923, 5924, and 5925) cross-listed in MAT and CI:
MAT 5923. Geometry & Spatial Visualization: K-5 Assessment (3).F;S.

Formative and summative assessment strategies of students' geometric thinking in elementary grades; concept development of 2- and 3-dimensional geometry. Attention also given to diagnosis of student errors. Does not count for the Master of Arts in Mathematics. Prerequisite: CI 5922. (Same as CI 5923.)

CI 5923. Geometry & Spatial Visualization: K-5 Assessment (3).F;S.

Formative and summative assessment strategies of students' geometric thinking in elementary grades; concept development of 2- and 3-dimensional geometry. Attention also given to diagnosis of student errors. Does not count for the Master of Arts in Mathematics. Prerequisite: CI 5922. (Same as MAT 5923.)

MAT 5924. Algebraic Reasoning: K-5 Discourse & Questioning (3).F;S.

Focus on the early algebra concepts of functional thinking and generalized arithmetic in relationship to pedagogical practices centered on questioning in the mathematics classroom. Does not count for the Master of Arts in Mathematics. Prerequisite: CI 5922. (Same as CI 5924.)

CI 5924. Algebraic Reasoning: K-5 Discourse & Questioning (3).F;S.

Focus on the early algebra concepts of functional thinking and generalized arithmetic in relationship to pedagogical practices centered on questioning in the mathematics classroom. Does not count for the Master of Arts in Mathematics. Prerequisite: CI 5922. (Same as MAT 5924.)

MAT 5925. Data Analysis and Measurement: K-5 Classroom Interactions (3).F;S.

Focus on statistical literacy of elementary teachers and the teaching of data analysis and measurement to K-5 students; attention is also given to learning methods which facilitate appropriate classroom interactions. Does not count for the Master of Arts in Mathematics. Prerequisite: CI 5922. (Same as CI 5925.)

CI 5925. Data Analysis and Measurement: K-5 Classroom Interactions (3).F;S.

Focus on statistical literacy of elementary teachers and the teaching of data analysis and measurement to K-5 students; attention is also given to learning methods which facilitate appropriate classroom interactions. Does not count for the Master of Arts in Mathematics. Prerequisite: CI 5922. (Same as MAT 5925.)

3. Change the prerequisite/corequisite statement for MAT 3010. Survey in the History of Mathematics to read as follows:
"Prerequisites: MAT 1120 and either MAT 2110 or MAT 2510."
4. Change the prerequisite/corequisite statement for MAT 3110. Introduction to Modern Algebra [GEN ED: Junior Writing in the Discipline (WID)] to read as follows:
"Prerequisites: MAT 2110 or MAT 2510, and ENG 2001 or its equivalent. Corequisite: MAT 2240."
5. Change the prerequisite statement for MAT 3220. Introduction to Real Analysis I [GEN ED: Junior Writing in the Discipline (WID)] to read as follows:
"Prerequisites: MAT 2110 or MAT 2510, and ENG 2001 or its equivalent."
6. Change the prerequisite statement for MAT 3610. Introduction to Geometry to read as follows: "Prerequisites: MAT 1120 and either MAT 2110 or MAT 2510."

7. Change the following statement in the course description for STT 1810. Basic Statistics (*GEN ED: Quantitative Literacy*) to include STT 2820: “STT 1810 is not open to students with credit for STT 2810, STT 2820, STT 3850, or STT 4811.”
8. Change the following statement in the course description for STT 2810. Introduction to Statistics (*GEN ED: Quantitative Literacy*) to include STT 2820: “STT 2810 is not open to students with credit for STT 1810, STT 2820, STT 3850, or STT 4811.”
9. Change the following statement in the course description for STT 2820. Reasoning with Statistics (*GEN ED: Quantitative Literacy*) to include STT 1810: “STT 2820 is not open to students with credit for STT 1810, STT 2810, STT 3850, or STT 4811.”
10. Change the course description for STT 3820 to read as follows:
STT 3820. Statistical Methods I (3).F;S.
GEN ED: Quantitative Literacy
A continuation of STT 2810 or STT 2820. A study of parametric and non-parametric statistical methods and inferential procedures. Topics commonly covered include an introduction to methods of data collection such as simulation, surveys and experiments; single-parameter inference for means and proportions; techniques for comparing two distributions; error rates and power; inference for simple linear regression and multiple regression least squares models; introductions to one-way and two-way analysis of variance models; and contingency table analysis. Nonparametric alternatives are presented for many methods in the course when the assumptions for parametric methods are not met. Emphasis is on a non-theoretical development of statistical techniques and on the interpretation of statistical results. Statistical software will be utilized in analysis of data. Prerequisite: STT 2810 or STT 2820 or equivalent. (NUMERICAL DATA; COMPUTER) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)
11. Change the semester offering and the course description for STT 3830 to read as follows:
STT 3830. Statistical Methods II (3).F.Odd-numbered years.
A continuation of STT 3820. Topics commonly covered include experimental design; intermediate topics in least-squares regression modeling, such as multiple regression, residual analysis, transformations, higher order model terms and interactions, categorical predictors, diagnostic statistics for assessment of model fit, and model selection; one-way and two-way analysis of variance, including blocking and factorial designs. Emphasis is on a non-theoretical development of statistical techniques and on the interpretation of statistical results. Statistical software will be utilized in the analysis of data. Prerequisite: STT 3820 or equivalent. (NUMERICAL DATA; COMPUTER) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)
12. Change the prerequisite statement for STT 3840. Elementary Probability and Survey Sampling to read as follows:
“Prerequisite: STT 2810 or STT 2820 or permission of the instructor.”
13. Change the prerequisite statement for STT 4840. Forecasting and Time Series to read as follows: “Prerequisites: MAT 2240 and STT 3851 or permission of the instructor.”

VOTE 20

YES ...16...

NO ...0...

ABSTAIN ...0...

Proposals from the Department of Psychology (31 proposals) were approved as follows
(EFFECTIVE: FALL, 2012):

1. Course deletions:

PSY 4200. Advanced Research Methods (3).F. (WRITING; SPEAKING; NUMERICAL DATA)
PSY 4201. Advanced Social and Personality Psychology (3).S. (WRITING)

2. Course additions:

PSY 3211. Personality and Individual Differences (3).F;S.

An in-depth examination of the principles underlying personality psychology, including genetic and environmental influences in personality development. Emphases will be on understanding the measurement of dimensions of personality and the methods used in personality psychology research by focusing on the current empirical literature. Prerequisite or corequisite: PSY 3100 or permission of the instructor.

PSY 3212. Psychopathology (3).F;S.

An in-depth review of the major forms of psychopathological conditions across the lifespan. Emphasis is placed on theory, research, and original empirical readings related to the classification, description, etiology, and treatment of maladaptive behaviors and psychological disorders. Prerequisite or corequisite: PSY 3100 or permission of the instructor.

PSY 3213. Social Psychology (3).F;S.

An intensive investigation of core principles in social psychology with thoughtful consideration of basic and applied research in the area as well as application to real world issues. Course will involve empirical readings related to major topical areas in the field. Prerequisite or corequisite: PSY 3100 or permission of the instructor.

PSY 3218. Adult Development (3).F;S.

An in-depth examination of development in adulthood, with coverage of physical, social, and psychological change over time. Emphasis will be on evaluating current theory and research, encouraging both understanding and critical thinking about the extant literature on the psychology of adulthood. Prerequisite or corequisite: PSY 3100 or permission of the instructor.

PSY 4211. Personality Laboratory (1).On Demand.

Practical application of theory and empirical findings in personality psychology. Methods of personality assessment will be critically examined. Students will generate testable hypotheses and design and implement correlational and experimental research studies informed by basic principles of personality theory. Prerequisite or corequisite: PSY 3211 or permission of the instructor.

PSY 4213. Social Psychology Laboratory (1).On Demand.

Lab activities designed to provide experiential learning through hands-on experimental participation in the field of social psychology. Both classic and novel theories will be examined using the scientific method. Students will work from theoretical assumptions to generate hypotheses that will be empirically examined. Prerequisite or corequisite: PSY 3213 or permission of the instructor.

PSY 4214. Learning Laboratory (1).On Demand.

A laboratory course designed to establish an understanding of basic procedures used to investigate classical and operant conditioning. Laboratory modules address how various principles of learning (e.g., effects of reinforcement, contiguity, contingency, etc.) affect the acquisition and performance of Pavlovian and operant behavior. Students will conduct research on human and non-human subjects, analyze the obtained data, and summarize their findings in

laboratory reports conforming to APA style. Prerequisite or corequisite: PSY 3214 or permission of the instructor.

PSY 4215. Perception Laboratory (1).On Demand.

A laboratory course providing classic and current experimental paradigms used to address questions in the psychology of perception, and exposure to experiment design, data collection and analysis, and report writing. Prerequisite or corequisite: PSY 3215 or permission of the instructor.

PSY 4216. Biological Psychology Laboratory (1).On Demand.

A laboratory course providing activities in biological psychology including basic neuroanatomy and histology, some laboratory skill training, and exposure to behavioral and neuroscience research methods, experiment design, data collection and analysis, and report writing.

Prerequisite or corequisite: PSY 3216 or permission of the instructor.

PSY 4217. Cognitive Psychology Laboratory (1).On Demand.

A laboratory course providing exposure to classic and current experimental paradigms used to address questions in cognitive psychology, and exposure to experiment design, data collection and analysis, and report writing. Prerequisite or corequisite: PSY 3217 or permission of the instructor.

3. Change the course description for PSY 1100 to read as follows:

PSY 1100. Psychology of Parenting (3).F;S.

The study of social, multi-cultural, cognitive and behavioral principles in psychology as applied to the theory and practice of parenting.

4. Change the course numbering of PSY 2301 to PSY 2210 and delete the “Prerequisite: PSY 1200” statement. The course description will read as follows:

[DELETE PSY 2301 and ADD PSY 2210.]

PSY 2210. Psychology of Human Growth and Development (3).F;S.

The study of research and theory of human physical, cognitive, social and emotional development from conception through maturity. Topics include descriptions of typical human development and application of the principles of developmental psychology.

5. Change PSY 2305. Psychology of Gender by deleting the “Prerequisite: PSY 1200.” statement from the course requirements.

6. Change the course numbering of PSY 2400 to PSY 2211 and delete the “Prerequisite: PSY 1200” statement. The course description will read as follows:

[DELETE PSY 2400 and ADD PSY 2211.]

PSY 2211. Psychology of Personality (3).F;S.

Basic principles of personality structure, dynamics, development, assessment, and theory are discussed. Consideration is given to environmental and biological determinants of personality.

7. Change the course numbering of PSY 2401 to PSY 2212 and delete the “Prerequisite: PSY 1200” statement. The course description will read as follows:

[DELETE PSY 2401 and ADD PSY 2212.]

PSY 2212. Abnormal Psychology (3).F;S.

An overview of the major forms of psychological disorders in children and adults. Emphasis is placed on theory and research related to the classification, description, etiology, and treatment of maladaptive behaviors and psychological disorders.

8. Change the course numbering, title, and course description of PSY 2402. Social Psychology to PSY 2213. Survey of Social Psychology and delete the “Prerequisite: PSY 1200” statement. The course description will read as follows:
[DELETE PSY 2402 and ADD PSY 2213.]
PSY 2213. Survey of Social Psychology (3).F;S.
An overview of the basic principles of social psychology. A survey of the research findings and how they may be applied to real world situations.
9. Change PSY 2700. Behavior Change by deleting the “Prerequisite: PSY 1200.” statement from the course requirements.
10. Change the semester offering for PSY 3000. Educational Psychology and change the prerequisite/corequisite statement to read as follows:
PSY 3000. Educational Psychology (3).On Demand.
An overview of the development of the student and an analysis of the principles of classroom learning. Applicable theories of child and adolescent development and major concepts, theories, and research in the acquisition of knowledge and interpersonal social skills are emphasized. Special attention is given to the educational application of these principles. Prerequisite: PSY 1200. (MULTI-CULTURAL; CROSS-DISCIPLINARY)
11. Change PSY 3100. Research Methods in Psychology from a lecture course to a lecture/laboratory course. The course description will read as follows:
PSY 3100. Research Methods in Psychology (4).F;S.
GEN ED: Junior Writing in the Discipline (WID)
Basic research/design concepts such as variables, confounding, causation, levels of measurement, observational research strategies, experimental design and control procedures, and use of descriptive, correlational and inferential statistics will be introduced. Students will have the opportunity to develop competence in conducting literature reviews, report writing in APA style, data collection and analysis. Lecture three hours, laboratory two hours. Prerequisites: PSY 1200 and STT 2810 or STT 2820 (with a grade of “C” or higher); and ENG 2001 or its equivalent. (WRITING; NUMERICAL DATA; COMPUTER) (ND prerequisite: passing the math placement test or successful completion of MAT 0010.)
12. Change the course numbering of PSY 3202 to PSY 3214 and delete the “Prerequisite: PSY 1200” statement. The course description and remaining prerequisite/corequisite statement will read as follows:
[DELETE PSY 3202 and ADD PSY 3214.]
PSY 3214. Principles of Learning (3).F;S.
A survey of the basic principles, mechanisms, and theories of learned behaviors. Emphasis is placed on basic learning processes associated with Pavlovian and operant conditioning discovered through research with nonhuman animals. Prerequisite or corequisite: PSY 3100 or permission of the instructor.
13. Change the course numbering of PSY 3203 to PSY 3215 and delete the “Prerequisite: PSY 1200” statement. The course description and remaining prerequisite/corequisite statement will read as follows:
[DELETE PSY 3203 and ADD PSY 3215.]
PSY 3215. Perception (3).F;S.
A survey of basic principles and mechanisms of perception. Visual and auditory perceptual systems are emphasized. Prerequisite or corequisite: PSY 3100 or permission of the instructor.

14. Change the course numbering of PSY 3204 to PSY 3217 and delete the “Prerequisite: PSY 1200” statement. The course description and remaining prerequisite/corequisite statement will read as follows:

[DELETE PSY 3204 and ADD PSY 3217.]

PSY 3217. Cognitive Processes (3).F;S.

A survey of classical and modern theories of human thought processes as they relate to performance in memory tasks, concept learning, and problem solving. Prerequisite or corequisite: PSY 3100 or permission of the instructor.

15. Change the course numbering of PSY 3205 to PSY 3216 and delete the “Prerequisite: PSY 1200” statement. The course description and remaining prerequisite/corequisite statement will read as follows:

[DELETE PSY 3205 and ADD PSY 3216.]

PSY 3216. Biological Psychology (3).F;S.

A survey of the physiological, anatomical, and chemical correlates of behavior. Topics will include basic processes associated with these course components as well as discussion of how these processes are related to various neurological disorders. Prerequisite or corequisite: PSY 3100 or permission of the instructor. (CROSS-DISCIPLINARY)

16. Change the course numbering of PSY 4202 to PSY 3210, change the course description, delete the W (WRITING) special designator, and delete the “Prerequisite: PSY 1200” statement. The course description and remaining prerequisite/corequisite statement will read as follows:

[DELETE PSY 4202 and ADD PSY 3210.]

PSY 3210. Child and Adolescent Psychology (3).F;S.

An in-depth consideration of contemporary and classic issues and topics from child and adolescent psychology. Emphasis will be on evaluating theory and research, encouraging both understanding and critical thinking about the literature in developmental psychology. Prerequisite or corequisite: PSY 3100 or permission of the instructor. (MULTI-CULTURAL; CROSS-DISCIPLINARY)

17. Change the prerequisite statement for PSY 4660. Psychological Tests and Measurements to read as follows: “Prerequisite: PSY 3100 or permission of the instructor.”

18. Change the prerequisite statement for PSY 4900. Internship: Field Work in Applied Psychology to read as follows: “Prerequisites: PSY 3100 and must be majoring in psychology, and/or approval of the undergraduate internship coordinator.”

19. Revise the program of study for the Bachelor of Arts in Psychology (251A/42.0101) by changing the major requirements to include the following categories (A. through G.) of course requirements and options:

III. Major Requirements (41-42 s.h.)

- A. Introduction to the Discipline (4 s.h.)

PSY 1200 and PSY 2200

- B. Research Methods (7-8 s.h.)

STT 2810 or STT 2820, and PSY 3100

- C. Foundations of Psychological Science (12 s.h.) – Choose at least one course from each of the following pairs of courses.

Biological: PSY 3215 or PSY 3216

Developmental: PSY 3210 or PSY 3218

Individual and Group Behavior: PSY 3211 or PSY 3213

Learning and Cognition: PSY 3214 or PSY 3217

- D. Doing Psychology (must total 3 s.h.) – Choose at least one laboratory course.
PSY 4211, PSY 4213, PSY 4214, PSY 4215, PSY 4216, PSY 4217
And, choose at least one research or internship course.
PSY 4001, PSY 4002, PSY 4900, PSY 4511, PSY 4512, PSY Service Learning Course
- E. Applied Psychology (6 s.h.) – Choose at least two courses from the following:
PSY 3000, PSY 3207, PSY 3212, PSY 3653, PSY 4206, PSY 4660, PSY 4700
- F. Capstone Course (3 s.h.) – Choose at least one course from the following.
PSY 4655, PSY 4658
- G. Elective Courses (6 s.h.)
Choose at least six semester hours from the following or courses beyond the requirements in categories C through F above: PSY 3500, PSY 3520, PSY 4207, PSY 4208, PSY 3511, PSY 3512, PSY 3530-3549, PSY 4640

The revised program of study will also reflect the course changes as noted in numbers 1-18 above, as applicable to this degree. (The total number of hours required for this degree, 122 s.h., does not change.)

- 20. Revise the programs of study for the Bachelor of Science in Psychology (252*/42.0101) with concentrations in Business (252D), Health Studies (252E), Human Services (252F), Natural Science (252C), and Social Science (252G) by changing the major requirements to include the following categories (A. through G.) of course requirements and options:
 - II. Major Requirements (41-42 s.h.)
 - A. Introduction to the Discipline (4 s.h.)
PSY 1200 and PSY 2200
 - B. Research Methods (7-8 s.h.)
STT 2810 or STT 2820, and PSY 3100
 - C. Foundations of Psychological Science (12 s.h.) – Choose at least one course from each of the following pairs of courses.
Biological: PSY 3215 or PSY 3216
Developmental: PSY 3210 or PSY 3218
Individual and Group Behavior: PSY 3211 or PSY 3213
Learning and Cognition: PSY 3214 or PSY 3217
 - D. Doing Psychology (must total 3 s.h.) – Choose at least one laboratory course.
PSY 4211, PSY 4213, PSY 4214, PSY 4215, PSY 4216, PSY 4217
And, choose at least one research or internship course.
PSY 4001, PSY 4002, PSY 4900, PSY 4511, PSY 4512, PSY Service Learning Course
 - E. Applied Psychology (6 s.h.) – Choose at least two courses from the following:
PSY 3000, PSY 3207, PSY 3212, PSY 3653, PSY 4206, PSY 4660, PSY 4700
 - F. Capstone Course (3 s.h.) – Choose at least one course from the following.
PSY 4655, PSY 4658
 - G. Elective Courses (6 s.h.)
Choose at least six semester hours from the following or courses beyond the requirements in categories C through F above: PSY 3500, PSY 3520, PSY 4207, PSY 4208, PSY 3511, PSY 3512, PSY 3530-3549, PSY 4640

The concentration in Business (252D) will be revised as follows (changes denoted by underlining):

III. Business Concentration: Minimum of 24 semester hours

- 1. Of the 24 semester hours, at least 3 semester hours (up to a maximum of 9 semester hours) must be selected from one of the following areas: Biology, Chemistry, Mathematics, Statistics, or Physics. STT 1810, STT 2810, STT 2820, MAT 0010 & MAT 1010 cannot count toward satisfying concentration hours.

2. The additional semester hours (up to a maximum of 21 hours) must come from at least two of the following academic areas: Accounting, Business, Computer Information Systems, Economics, Finance, Management, Marketing, Health Care Management, Political Science, LAW 2150, LAW 3910, LAW 3930, LAW 3960.

The concentration in Health Studies (252E) will be revised as follows (changes denoted by underlining):

III. Health Studies Concentration: Minimum of 24 semester hours

1. Of the 24 semester hours, at least 3 semester hours (up to a maximum of 9 semester hours) must be selected from one of the following areas: Biology, Chemistry, Mathematics, Statistics, or Physics. STT 1810, STT 2810, STT 2820, MAT 0010 & MAT 1010 cannot count toward satisfying concentration hours.
2. The additional semester hours (up to a maximum of 21 hours) must come from at least two of the following academic areas: Exercise Science, Health Promotion, Biology, PHL 3015.

The concentration in Human Services (252F) will be revised as follows (changes denoted by underlining):

III. Human Services Concentration: Minimum of 24 semester hours

1. Of the 24 semester hours, at least 3 semester hours (up to a maximum of 9 semester hours) must be selected from one of the following areas: Biology, Chemistry, Mathematics, Statistics, or Physics. STT 1810, STT 2810, STT 2820, MAT 0010 & MAT 1010 cannot count toward satisfying concentration hours.
2. The additional semester hours (up to a maximum of 21 hours) must come from at least two of the following academic areas: Human Development and Psychological Counseling, Communication Sciences and Disorders, Social Work, Sociology, Special Education, Criminal Justice, PHL 3015, PHL 3030.

The concentration in Natural Science (252C) will be revised as follows (changes denoted by underlining):

III. Natural Science Concentration: Minimum of 24 semester hours

1. 24 semester hours must be selected from at least two of the following areas: Astronomy, Biology, Chemistry, Geology, Mathematics, Statistics, PHL 3300, PHL 3550, PHL 3600, PHL 4000, and/or Physics. STT 1810, STT 2810, STT 2820, MAT 0010 & MAT 1010 cannot count toward satisfying concentration hours.

The concentration in Social Science (252G) will be revised as follows (changes denoted by underlining):

III. Social Science Concentration: Minimum of 24 semester hours

1. Of the 24 semester hours, at least 3 semester hours (up to a maximum of 9 semester hours) must be selected from one of the following areas: Biology, Chemistry, Mathematics, Statistics, or Physics. STT 1810, STT 2810, STT 2820, MAT 0010 & MAT 1010 cannot count toward satisfying concentration hours.
2. The additional semester hours (up to a maximum of 21 hours) must come from at least two of the following academic areas: Anthropology, Criminal Justice, Geography and Planning, Political Science, PHL 3030, PHL 3300, PHL 3550, PHL 3600, PHL 4000, REL 3000, Sociology.

The revised programs of study for all five concentrations will also reflect the course changes as noted in numbers 1-18 above, as applicable to this degree. (The total number of hours required for this degree, 122 s.h., does not change.)

21. Revise the program of study for the Master of Arts/Specialist in School Psychology (125A/42.2805)[T] by changing the written comprehensive format to include only the national examinations, eliminating the “in house” portion of the exam as recommended by the accreditation review committee. The revised ***Comprehensive*** section of the program of study will read as follows:

Other Requirements for the MA/SSP in School Psychology:

- **Thesis:** Optional
- **Proficiency:** Statistics proficiency met by completion of PSY 5020

- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Each candidate will satisfactorily complete the first component of the comprehensive exam by scoring at or above the 60th percentile of the GRE subject test or score at the 60th percentile on the Achievement Concentration Test (ACAT). Each candidate will also satisfactorily complete the Praxis Examination in School Psychology administered through ETS.
- **Product of Learning:** Not required

VOTE 21 YES ...16... NO ...0... ABSTAIN ...0...

There were no other items of business.

ADJOURNMENT:

The AP&P Committee members voted to adjourn at 4:32 p.m.

VOTE 22 YES ...11... NO ...0... ABSTAIN ...0...

ACADEMIC POLICIES AND PROCEDURES COMMITTEE

December 7, 2011

Vote Record – Page 2 of 2 (Votes 13-22)

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

AP&P Voting Members	13	14	15	16	17	18	19	20	21	22		
Jon Beebe	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Karen Caldwell	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Dinesh Davé	Y	Y	Y	Y	Y	A	Y	Y	Y	Y		
Lisa Curtin Grizzard	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Ellie Hoffman	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Joe Klein	Y	Y	Y	Y	Y	Y	Y	Y	Y	-		
Kern Maass	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Jeff McBride	Y	Y	Y	Y	Y	N	Y	Y	Y	Y		
Ben Powell	Y	Y	Y	Y	Y	Y	Y	Y	Y	-		
Ray Russell	Y	Y	Y	Y	Y	N	A	Y	Y	Y		
René Salinas	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Derek Stanovsky	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Jesse Taylor	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Betsy Williams	Y	Y	Y	Y	Y	Y	Y	Y	Y	-		
Chris Yang	Y	Y	Y	Y	Y	Y	A	Y	Y	-		
Joe Gill	-	-	-	-	-	-	-	-	-	-		
West Caudle	-	-	-	-	-	-	-	-	-	-		
Alex McPherson	Y	Y	Y	Y	Y	Y	Y	Y	Y	-		
Dalton Miller	-	-	-	-	-	-	-	-	-	-		

The recommendations from the December 7, 2011 Academic Policies and Procedures Committee meeting are approved.

Lori Stewart Gonzalez
Lori Stewart Gonzalez
Provost & Executive Vice Chancellor

3/02/12
Date