

**Academic Policies and Procedures Committee
PROPOSAL FORM -- Part A**

<p><input type="checkbox"/> ADD</p> <p><input type="checkbox"/> DELETE</p> <p><input type="checkbox"/> CHANGE</p>	<p>Department/Program Proposal # _____</p> <p>Proposed Effective Date (semester/year) _____</p>
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College/School: _____ Dean: _____

Department/Program: _____ Dept. Chair/Prog. Dir: _____

1. Briefly describe the action(s) requested:

2. Rationale for this request:

3. Required catalog copy and attachments:

- a. CURRENT and PROPOSED undergraduate or graduate catalog copy

CURRENT:

PROPOSED:

b. SYLLABI are required when adding or making significant changes to courses.

c. CHECKSHEETS are required for undergraduate degree changes; and PROGRAM OF STUDY FORMS or GRADUATE CATALOG COPY are required for graduate degree changes.

AP&P PROPOSAL FORM -- Part A (continued)

4. List the committees, councils, and other groups that have considered this proposal; the action taken; and the date that action was taken.

Area	Action			Date of Action
	approved	not approved	not applicable	
Department/Program Curriculum Committee				
Department/Program Faculty				
College Council(s)				
General Education Council				
Teacher Education Council				
Graduate Council				
Other Committees/Councils (e.g., Honors, etc.)				
Academic Policies & Procedures Committee				

5. Have the Registrar's Office and all appropriate department chairs/program directors been consulted in the development of this proposal? yes__ no__ *If yes, list the date(s) and person(s) contacted and their response(s):*
6. a. Are there any existing programs or courses that will be curtailed or discontinued as a result of the proposed new program or course? yes__ no__ n/a__ *(If yes, list those courses or programs:)*
- b. Are there courses from other departments that may cover or partially cover the subject matter of the proposed new course? yes__ no__ n/a__ *(If yes, list course numbers and titles:)*
- c. Is this a cross-listed course in another department? yes__ no__ n/a__ *(If yes, list the cross-listed courses:)*
- d. Is this a dual-listed course? yes__ no__ n/a__ *(If requesting a new dual-listing, attach undergraduate and graduate syllabi)*
- e. Is this a General Education course? yes__ no__ n/a__ *(If requesting new general education credit, attach a syllabus and submit Part C of the AP&P proposal form to the Office of General Education)*
- f. Is this a Core Curriculum/Special Designator course? yes__ no__ n/a__ *(If requesting new core/designator credit for continuing students in the old core curriculum, either include here or attach appropriate rationale and justification)*

Academic Policies and Procedures Committee

PROPOSAL FORM---Part C (for General Education Courses ONLY)

NOTE: For courses that will be new to the catalog or that require changes to the catalog copy, Academic Policies and Procedures Proposal Form, Parts A and B, should be submitted to AP&P.

ADD CHANGE DELETE	Proposal # _____ Effective Date(semester/ year) _____
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Primary Proposal Author (name and email) _____

Department/Program _____

College _____ Dean _____

My signature below indicates that my department/program will offer at least one section of this course per year during the next four academic years and that all instructors of the course will be expected to address and assess the learning outcomes articulated by my department/program on this form.

Department Chair/Program Director _____ Date _____

Course prefix, number, and title: _____

Semester(s) offered	Fall	Spring	Summer
Number of seats per semester (estimate)			

List the other groups that have considered this proposal, the action taken, and the date that action was taken.

Approving Body	Action			Date of Action
	Approved	Not Approved	Not Applicable	
Department/Program Curriculum Committee				
Department/Program Faculty				
College Council(s)				

Have all appropriate department chairs/program directors and the Registrar's Office been consulted in the development of this proposal?

Yes No If Yes, please list the date(s) and person(s) contacted and response:

Does this course have any prerequisites?

Yes No If yes, which course(s)?

Do students need any prior knowledge of the discipline to succeed in this course?

Yes No If yes, what knowledge?

DESCRIPTION TO BE POSTED ON THE GENERAL EDUCATION WEBSITE: Appalachian’s General Education Program aspires to help students develop knowledge, intellectual skills, and habits of mind they will be able to apply to diverse situations throughout their lives. In a short paragraph, please describe some ways that students may later apply the knowledge, skills, and/or habits of mind they develop in your course.

LEARNING OUTCOMES:

<p>Articulate at least two learning outcomes that <u>all sections of this course</u> will assess. If this course is being proposed to be part of an Integrative Learning Experience theme, one of the learning outcomes must be the same for all courses in that theme (see Theme Proposal Form for further details)**</p>	<p>Indicate which General Education learning goal this outcome relates to (1, 2, 3, or 4)*</p>	<p>For General Education Program assessment purposes, describe some of the methods instructors will use to assess how students are performing on this outcome. (Give as much detail on your assessment methods as possible.)</p>

SYLLABUS: Please attach a sample syllabus for the course that includes the learning outcomes you have articulated above.

*General Education goals:

1. Thinking Critically and Creatively
2. Communicating Effectively
3. Making Local to Global Connections
4. Understanding Responsibilities of Community Membership

**Tips for writing learning outcomes:

- Learning Outcomes state what students will be able to do when they complete your course.
- Choose action verbs (http://generaleducation.appstate.edu/sites/generaleducation.appstate.edu/files/blooms_tax_verbs.pdf.)
- Develop outcomes that are measurable and for which you will be able to gather evidence of student learning.
- Write the outcome to reflect the level of competency you expect college freshmen or sophomores to achieve on completion of your course (for 1000 or 2000 level courses), juniors to achieve (3000 level courses) or seniors to achieve (Senior Capstone courses.)
- For resources on writing learning outcomes, see <http://generaleducation.appstate.edu/learning-outcome-resources>.

CURRICULAR COMPONENT:

Please check which component of the General Education curriculum this course should be considered for and, on the next page, provide the information requested. Please note that each course may be in only one component of the curriculum. On your attached syllabus, please include the guidelines for the relevant curricular component or a description of your Integrative Learning Experience theme.

Quantitative Literacy—Describe how this course will meet each of these criteria:

Respond to all of the following:

- a. The course will enable students to recognize situations where quantitative methods can be used to model and solve problems, and employ appropriate tools (specifically technology) in formulating, analyzing, and solving those problems.
- b. The course will enable students to communicate quantitative ideas and concepts using a variety of representations, including numerical, graphical, and algebraic.
- c. The course will enable students to recognize and draw upon connections between the mathematical sciences and other disciplines, and between the mathematical sciences and life experiences.

Respond to at least one of the following:

- d. The course will enable students to collect and interpret quantitative data in order to draw appropriate inferences, understand the role of chance in data collection and statistical inference, question and validate assumptions.
- e. The course will enable students to develop skill in forming generalizations from recognized patterns in numerical and spatial information, and in forming sound arguments using quantitative information and mathematical analysis.
- f. The course will enable students to demonstrate number sense and recognize quantitatively reasonable and unreasonable solutions to problems.

Wellness Literacy— Describe how this course will meet each of these criteria:

- a. The course will enable students to assess personal and family history to determine individual health risk.
- b. The course will enable students to develop a plan for personal wellness to address specific health concerns.
- c. The course will enable students to demonstrate appropriate skills to maintain and/or improve one's condition of wellness.
- d. The course will enable students to identify potential barriers to wellness and develop a plan to overcome those barriers.
- e. The course will enable students to identify social and cultural influences that impact health on a personal and global scale.

Science Inquiry— State which Science Inquiry theme you want the course to join and explain in some detail how you plan to integrate the thematic topic into your course (<http://generaleducation.appstate.edu/science-inquiry-themes>), plus describe how this course will meet each of these criteria:

- a. The course will provide students with knowledge about the physical world and an understanding of scientific methodology.
- b. The course will enable students to investigate questions through inquiry-based pedagogy that involves experimentation and inferential analysis.
- c. The course will enable students to interpret scientific information where a synthesis of ideas is achieved.
- d. The course will enable students to use quantitative and mathematical concepts, especially data presented in graphical or tabular form, to interpret results.
- e. The course will enable students to discuss scientific findings and examine the nature of contemporary debates.

Writing in the Discipline— Describe how this course will meet each of these criteria:

- a. The course will require students to write in formats appropriate to the discipline.
- b. The course will require reading and analyzing texts to produce effective writing in the discipline.
- c. The course will require students to document correctly in the conventions of the discipline.

Senior Capstone— Describe how this course will meet each of these criteria:

- a. The course will require students to write effectively in formats appropriate to an advanced level of the discipline.
- b. The course will require students to analyze discipline-specific materials to produce effective writing at an advanced level in the discipline.
- c. The course will require students to document correctly in the conventions of the discipline.
- d. The course will require students to reflect on their own development in the areas of thinking critically and creatively, communicating effectively, making local to global connections, and understanding responsibilities of community membership.

Integrative Learning Experience—State which Integrative Learning Experience theme you want the course to join and explain in some detail how you plan to integrate the thematic topic into your course (<http://generaleducation.appstate.edu/theme-descriptions>).

Liberal Studies Experience—No further information required.

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DESIGNATIONS:

Only applicable to courses proposed for the Integrative Learning Experience or Liberal Studies Experience. If you wish this course to carry one of the following designations, please check the box for that designation and, on the next page, provide the information requested. Please note that a single course may carry no more than one designation. On your attached syllabus, please include the guidelines for the relevant designation.

- Fine Arts— Describe how this course will meet each of these criteria:
- A fine arts course will focus primarily on works of art, rather than using the fine arts to study some other subject.
 - The course will allow students to develop interpretive skills and aesthetic discernment by closely examining individual works of art.
 - The course will enable students to analyze the relationship between specific works of art and their historical, cultural, and/or artistic contexts
 - The course will enable students to analyze the structural components and composition of various works of art.
 - The course will allow students to examine the creative process as exemplified by the distinct processes of various artists.
- Historical Studies— Describe how this course will meet each of these criteria:
- Courses will introduce students to historical methodology, the process by which one locates, evaluates, and utilizes primary documents and other evidence to reconstruct and understand the past.
 - Courses will provide an understanding of historiography, or the study of the way history has been written. Students should understand that historical perspective changes with generations and that historical understandings and perspectives continue to evolve. Students should learn to reconcile multiple and competing perspectives.
 - Courses will offer historical perspective to contextualize contemporary issues, and thus help students appreciate the continuum between past and present in order to understand the complexity and richness of the human experience.
 - Courses will offer a critical assessment of the manner in which humans have politically, socially, and culturally occupied space across time.
- Literary Studies— Describe how this course will meet each of these criteria:
- The course will focus primarily on a body of literature, rather than using literature to study some other subject.
 - The primary methodology will be interpretation and analysis.
 - The subject matter will be primarily literary texts.
 - Student work will help students appreciate and interpret the content, rhetoric, and/or aesthetics of literary texts.
 - The study of historical, social, political, and cultural contexts will be focused primarily on the understanding of literature.
- Social Sciences— Describe how this course will meet each of these criteria:
- Criteria TBD in Spring 2014

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Integrative Learning Experience Theme Proposal Form
General Education Program
Appalachian State University

Faculty Theme Coordinator: _____

Title of the Theme: _____

1. Provide a 3-4 sentence description for the theme.

2. Articulate one or more learning outcomes directly related to the theme's topic and one of the four goals of the General Education Program that will be shared by all the courses in the theme. All courses in a theme must share and assess at least one theme-related learning outcome. See <http://generaleducation.appstate.edu/learning-outcome-resources> for resources on writing learning outcomes.

3. What forms of integration will occur in this theme? Please see examples of integrative strategies at <http://www.generaleducation.appstate.edu/integrative-methods-appalachian>.

4. If you want the theme to have a gateway or culminating course, indicate which course and explain why this would be the most effective pedagogical structure for the theme. Please note that a theme cannot have both a gateway and culminating course; that only themes consisting entirely of courses that enroll fewer than 80 students per semester are allowed to have a gateway or culminating course; and that each discipline is allowed to have a gateway or culminating course in a maximum of two themes.

5. Which courses are requesting inclusion in this theme (maximum 8)? Note that a Part C Form must be submitted for each course. Also note that, because a student must complete 9 semester hours in the theme, no one course should offer more than 1/3 of the total seats offered in the theme.

Course Prefix and Number	Course Title	Fall Seats (estimate)	Spring Seats (estimate)	Summer Seats (estimate)	Signature of Chair/Director signifying that the Department/Program intends to offer this # of seats for the next four years

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