

Instruction Sheet – AP&P Proposal Form (Part A, B, & C)

Effective Date Policy: Proposals for changes in academic policies, procedures, courses and programs to become effective for the following fall term must reach the AP&P Committee for consideration and possible recommendation for approval **no later than its regularly scheduled February meeting**. Proposals for significant changes seeking positive recommendations in the fall term to become effective in the following spring term must reach the AP&P Committee **no later than its last meeting of the spring semester**.

Part A (Required for all actions)

1. Describe the action(s) requested briefly and concisely.
If you are requesting the addition of a new course or a new degree program, completion of Part B of this form is required.
Requests for deletions or changes do not require the completion of Part B. If *changing* a course, please elaborate on how this course is being changed (i.e., course content, credit hours, course title, prerequisites or moving course level from lower to upper division or from upper to lower division). If major changes are proposed, the existing course should be officially *deleted* and a new course *added*.
2. Indicate the need for the proposed action and give a basis on which AP&P can assess its impact on the university. If *deleting* a required course or a program, indicate clearly what will take its place or why the course or program is no longer necessary.
3. For all actions, include the current and proposed catalog description, including course number, title, semester hours credit and course description. For courses with dual listing, provide both undergraduate and graduate materials for the proposed course. When making significant changes to a course, please include syllabi. When adding or revising degree programs or concentrations, include current and proposed checksheets. Attach pages if necessary.
4. Indicate approval or disapproval by each committee, office, or council as well as the date action was taken. If a committee or council you consulted is not listed, please write the name of this organization by “Other Committee/Councils.”
5. Appropriate departmental chairs and the Registrar’s Office should be consulted in the development of proposals. Specify the date(s) and person(s) contacted as well as their support or nonsupport of the proposal.
6.
 - a. List any existing programs or courses that will be curtailed due to the proposed action.
 - b. If the course is cross-listed with another department, specify department(s) and course number(s).

- c. Provide course number(s), title(s) and semester hours for any courses in other departments that may cover some or all of the subject matter of the proposed course.
 - d. If this course is dual-listed, provide graduate and undergraduate syllabi and list course number(s), title(s) and semester hours.
7. Include a syllabus if the proposal is for a course that is part of the core curriculum or has a special designator.
 - a. Indicate if the course is part of the core curriculum.
 - b. If the course has special designators, indicate which designators apply.

Part B (Required for all additions)

Complete the following information for the proposed new degree or certificate program, concentration, minor or course:

1. Indicate projected enrollment for the first and second year.
2. Indicate projected student clientele and include the basis for estimating clientele.
3. Indicate anticipated faculty requirements.
 - a. (Both additional faculty and current faculty requirements should be stated in terms of full-year positions.) List the number of additional faculty needed to support the proposed changes. If additional faculty are needed, are the positions already funded and allocated to your department? If not, how will the additional work be covered?
 - b. List the names of the current faculty who will be impacted by the proposed changes.
 - c. What changes in present faculty responsibilities will be necessary? List current responsibilities of those involved and cite the sources of this information and corresponding research.
4. If proposing a new degree or certificate program, give the career and/or graduate education opportunities available to students in this program.
5. Detail estimated costs of the new program and cite the sources of this information.
6. Indicate if the Library Collection Development Office was consulted. If not, explain why. If yes, list the date(s) and person(s) contacted as well as the results of your conversation.

(Revised April 25, 2007)

Part C (General Education courses)

Effective Date Policy: Please remember that—to be effective for the following fall term—new courses and changes must reach the AP&P committee for approval no later than its regularly scheduled February meeting. To be effective for the following spring term, new courses and changes must reach the AP&P committee no later than its last meeting of the spring term. While this schedule of effective dates does not necessarily apply to courses being proposed for General Education inclusion, new courses cannot be offered until they have been approved by AP&P.

General Education courses must be approved by the General Education Council at its February meeting to be included in the following fall term's General Education offerings. Courses must be approved at the October General Education Council meeting to be included in the following spring's General Education offerings.

Proposal #: Use your preferred numbering system.

Department Chair/Program Director signature: Because components of the General Education program are initially offered for three years, with the opportunity for renewal, it is necessary to get chairs and directors to formally commit to regularly offering those courses.

1. Courses proposed for one of the Course Designations must also be proposed for an accompanying perspective. A single course may be proposed for more than one theme or perspective; however, the course must then meet the goals and learning outcomes identified for each of those areas. Integration will be a challenge for all themes, so courses proposed for more than one theme or perspective will have the added challenge of integrating with a larger number of courses, sections, and instructors. The Faculty Coordinating Committees may have concerns with such proposals, so the burden of proof will be on the proposing unit to show that they can accomplish significant integration across multiple themes or perspectives.
2. Please visit www.generaleducation.appstate.edu to review the criteria for each component.
3. While selection of faculty to teach particular courses is the responsibility of individual department chairs and program directors, the General Education program needs to demonstrate that the faculty teaching courses included in the program are qualified to help students meet the identified goals and learning outcomes.
4. Please refer to the General Education Task Force Final Report found at http://generaleducation.appstate.edu/files/filecabinet/documents/Final_Report_5-9-07.pdf for the Theme Design guidelines (pages 21 through 24) and Curriculum Map (pages 36 and 37).

5. The General Education Assessment Advisory Board will need to tag artifacts from assignments designed to address the goals and learning outcomes. Samples of work from randomly selected students will be tagged. Please indicate what types of assignments will be used to help students to meet these goals and outcomes.

6. If the course is being proposed as part of a theme, please respond to the additional items. A theme proposal form listing all the courses to be included should also be submitted to the appropriate Faculty Coordinating Committee.