

**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.**

<b>ADD</b> <b>CHANGE</b> <b>DELETE</b>	<b>PROPOSAL #</b> _____ <b>EFFECTIVE DATE(semester/ year):</b> _____
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Primary Proposal Author (name and email) \_\_\_\_\_

Department/Program \_\_\_\_\_

College \_\_\_\_\_ Dean \_\_\_\_\_

Course prefix, number, and title: \_\_\_\_\_

Semester(s) offered	Fall	Spring	Summer
Estimated number of seats and sections per semester (Boone)			
Estimated number of seats and sections per semester (Hickory)			
Estimated number of seats and sections per semester (Online)			

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

<b>Approving Body</b>	<b>Action</b>			<b>Date of Action</b>
	<b>Approved</b>	<b>Not Approved</b>	<b>Not Applicable</b>	
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?

## **GENERAL EDUCATION GOALS AND LEARNING OUTCOMES:**

Each class in the General Education Program must meet at least one program goal and at least two student learning outcomes. Please check all of the program goals and student learning outcomes that your course will meet from the list below. On your attached syllabus, please be sure to include that this class is part of the General Education Program and the program goals and learning outcomes it meets. Ideally, any assignments that address a program goal and student learning outcome should also be identified in the syllabus. Additional information on the General Education Program goals can be found at <https://universitycollege.appstate.edu/programs/general-education-program/program-goals>

### Goal I. Thinking critically and creatively

#### Student Learning Outcomes

- Explanation: Students will clearly explain the issue/problem.
- Evidence: Students will use credible sources to investigate a problem from multiple viewpoints.
- Context: Students will evaluate the influence of context and assumptions when presenting a position.
- Perspective: Students will express a position that takes into account the complexities of an issue and acknowledges other viewpoints.
- Conclusion: Students will express a logical conclusion based on the evidence.
- Transformational Thinking: Students will extend a novel or unique idea, question, or product to create new knowledge or knowledge that crosses boundaries.

### Goal II. Communicating effectively

#### Student Learning Outcomes

- Context and Purpose: Students will define the context, audience, form, and purpose of their message.
- Content Development: Students will use appropriate content to shape their message.
- Sources and Evidence: Students will integrate credible, relevant sources and other supporting material to formulate their message.
- Articulation: Students will communicate with clarity and fluency.
- Civil Communication: Students will demonstrate the ability to engage in civil and reasoned discourse informed by thoughtful consideration of diverse perspectives.

### Goal III. Making local to global connections

#### Student Learning Outcomes

- Ecological Integrity and Sustainability: Students will evaluate the importance of ecological integrity, from local and global scales, as essential life support for sustainable communities.
- Systemic Drivers of Global Change: Students will evaluate systemic factors that produce local and global inequalities and environmental problems in order to advocate for appropriate responses.
- Global Self Awareness: Students will evaluate the effect of human agency on social, cultural, and natural environments.
- Consequences of Global Change: Students will evaluate the effects of global change on local environments.
- Cultural Diversity: Students will demonstrate knowledge of other cultures, worldviews, and frames of reference and interrogate the implications of the cultural rootedness of their own perspectives.
- Perspectives on Injustice: Students will integrate diverse local to global perspectives to evaluate the interconnected problems of social, economic, and environmental injustice

### Goal IV. Understanding responsibilities of community membership

#### Student Learning Outcomes

- Ethical Self-Awareness: Students will analyze core beliefs and assumptions in relation to ethical issues in local, national, global, or online communities and the environment.
- Perspectives of Others: Students will interpret experiences within diverse cultures, communities, and perspectives, and demonstrate the ability to act in a supportive manner.
- Recognizing Injustice: Students will recognize social, economic, and environmental injustice and the role of power structures, public policies, and implicit and explicit biases in creating it.
- Response-Ability: Students will apply ethical concepts in analyzing the effects of social, economic, and environmental problems on communities and cultivate a capacity to actively respond to these challenges.
- Civic Engagement: Students will reflect on their own civic participation and describe what they have learned about themselves as it relates to community membership and commitment to continued engagement.

## **CURRICULAR COMPONENT:**

Please check which component of the General Education curriculum this course should be considered for and, on the following page, provide a narrative on how the proposed class meets that component's criteria. 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.

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

- a. The course will focus on how 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 examine ways to communicate quantitative ideas and concepts using a variety of representations, including numerical, graphical, and algebraic.
- c. The course will investigate how to recognize and draw upon connections between the mathematical sciences and other disciplines, and between the mathematical sciences and life experiences.

And respond to at least one of the following:

- i. The course will examine how to collect and interpret quantitative data in order to draw appropriate inferences, understand the role of chance in data collection and statistical inference, and question and validate assumptions.
- ii. The course will encourage the development of skills in forming generalizations from recognized patterns in numerical and spatial information, and in forming sound arguments using quantitative information and mathematical analysis.
- iii. The course will encourage the development 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 emphasize the assessment of personal and family history to determine individual health risk.
- b. The course will facilitate the development of a plan for personal wellness to address specific health concerns.
- c. The course will focus on appropriate skills to maintain and/or improve one's condition of wellness.
- d. The course will identify potential barriers to wellness and develop a plan to overcome those barriers.
- e. The course will identify social and cultural influences that impact health on a personal, local, 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, plus describe how this course will meet each of these criteria:

- a. The course will discuss how the physical world is interpreted using the scientific method.
- b. The course will utilize an inquiry-based pedagogy through experimentation and inferential analysis.
- c. The course will focus on interpretation of scientific information and how scientific ideas are synthesized.
- d. The course will describe how to interpret quantitative and mathematical concepts through data in graphical or tabular form.
- e. The course will describe scientific findings through an examination of contemporary advances in science.

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.
- d. The course will require students to reflect on the semester's writing and learning with emphasis on writing within 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 upon undergraduate writing from the perspective of the capstone experience.

\*Writing in the Discipline and Senior Capstone classes are components of the Vertical Writing Curriculum. Proposers of classes for these curricular components are strongly encouraged to familiarize themselves with the information and resources at: <https://wac.appstate.edu/vertical-writing-curriculum>

**CURRICULAR COMPONENT (Continued):**

Sustainability and Climate Literacy (SCL) - Describe how this course will meet each of these criteria:

- a. This course will explore environmental sustainability challenges, including human-caused climate change.
- b. The course will examine human-environment interactions and relationships and their implications, such as justice implications.
- c. The course will engage students in reflection on responsibilities with respect to environmental problems.
- d. The course will examine solutions and responses to environmental problems, ranging from local to global.

Intercultural Literacy (ICL) - Describe how this course will meet each of these criteria:

- a. The course will examine the concepts of diversity and inclusion, questions of responsibility, and proposals for change.
- b. The course will provide opportunities for critical reflection on identity, privilege, oppression, and injustice.
- c. The course will examine topics from different cultural perspectives and encourage students to consider the cultural rootedness of their own perspectives.
- d. The course will discuss social inequalities and bias, including their causes, contexts, implications, and interrelationships.

Humanity and Its Systems (HUM) - Describe how this course will meet each of these criteria:

- a. The course will expose students to different perspectives on the study of humanity and the systems it creates.
- b. The course will explore areas and methodologies primarily in the Humanities, Social Sciences, Communication, or Fine Arts.
- c. The course will meet one or more of the four General Education goals: Thinking Critically and Creatively; Communicating Effectively; Making Local to Global Connections; and Understanding Responsibilities of Community Membership.

**CURRICULAR COMPONENT (Narrative):** Please use this space to provide a narrative on how the proposed class meets the criteria of the Curricular Component checked in the previous selection (Attach separate sheet if additional space is needed).

## DESIGNATIONS:

Only applicable to courses proposed for Sustainability and Climate Literacy (SCL), Intercultural Literacy (ICL), and Humanity and its Systems (HUM). 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 a narrative on how the proposed class meets that designation's criteria. 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. The course will focus primarily on works of art, rather than using the fine arts to study some other subject.
- b. The course will provide structure and resources which encourage aesthetic discernment through the examination of individual works of art.
- c. The course will examine and discuss the relationship between specific works of art and their historical, cultural, and artistic contexts.
- d. The course will examine methods and concepts related to the structure and composition of various works of art.
- e. The course will offer insights into the creative process by examining and discussing the development and production of various artists.
- f. The course will provide students with the direct receptive experience of art in various social and cultural contexts.

Historical Studies - Describe how this course will meet each of these criteria:

- a. The course 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.
- b. The course will provide an understanding of historiography, or the study of the way history has been written. Specifically, they will:
  1. Demonstrate how historical perspectives and interpretations evolve over time;
  2. Explore approaches to assessing and/or reconciling competing perspectives.
- c. The course will offer historical perspective to contextualize contemporary issues, examining the continuum between past and present that is required to understand the complexity and richness of the human experience.
- d. The course 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:

- a. The course will focus primarily on a body of literature, rather than using literature to study some other subject.
- b. The primary methodology will be interpretation and analysis.
- c. The course will focus on the interpretation of the content, rhetoric, and/or aesthetics of literary texts.
- d. The course will emphasize the study of historical, social, political, and cultural contexts focusing primarily on the understanding of literature.

Social Sciences— Describe how this course will meet each of these criteria:

- a. The course will examine the behaviors of individuals and/or groups within or between societies.
- b. The course will explore social/behavioral science concepts and theories.
- c. The course will examine or utilize the methods of scientific inquiry that guide the social/behavioral sciences.
- d. The course will include a critical assessment of the nature, scope, and limits of the social/behavioral sciences.

**DESIGNATION:** Please use this space to provide a narrative on how the proposed class meets the criteria of the Designation checked in the previous selection.

**\*Please be sure to attach a course syllabus that identifies the course as part of the General Education Program; the Program goals and student learning outcomes met; the guidelines for the relevant curricular component; and if appropriate the guidelines for the relevant designation.**