

## GENERAL EDUCATION 3.0 COMPONENTS AND REQUIREMENTS

All General Education Classes must:

- a. Clearly and specifically meet at least one [General Education Program Goal](#)
- b. Clearly identify at least two student learning outcomes (SLOs) linked to the Program Goals being met by the class and ideally to student work in the syllabus

### CURRICULAR COMPONENT:

Please note that each course may be in only one component of the curriculum.

#### Quantitative Literacy

Quantitative Literacy courses are required to meet all of the following 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.

In addition, Quantitative Literacy courses are required to meet 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

Wellness Literacy courses are required to meet all of the following 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

Science Inquiry courses require an explanation in some detail of how it is integrated into its particular theme. In addition, the course is required to meet all of the following 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

Writing in the Discipline courses are required to meet all of the following 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

## Senior Capstone

Senior Capstone courses are required to meet all of the following 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>.

## **Sustainability and Climate Literacy (SCL)**

Sustainability and Climate Literacy courses are required to meet all of the following 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.
- c. implications.
- d. The course will engage students in reflection on responsibilities with respect to environmental problems.
- e. The course will examine solutions and responses to environmental problems, ranging from local to global.

## **Intercultural Literacy (ICL)**

Intercultural Literacy courses are required to meet all of the following 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)**

Humanity and Its Systems courses are required to meet all of the following 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.

**DESIGNATIONS:**

Designations are only applicable to courses that are part of the Sustainability and Climate Literacy (SCL), Intercultural Literacy (ICL), or Humanity and Its Systems (HUM) curricular components. Please note that a single course may carry no more than one designation.

**Fine Arts (FA)** courses are required to meet all of the following 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 (HS)** courses are required to meet all of the following 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 (LS)** courses are required to meet all of the following 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 (SS)**

Social Sciences (SS) courses are required to meet all of the following 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.