

General Education Financial Literacy
Feasibility Committee

Final Report

Submitted to Provost Norris

January 30, 2023

Summary of Current General Education Program Revision

General Education Listening Sessions (2020-21)

The General Education Listening Task Force was appointed in Fall 2020 by Interim Provost Norris and hosted campus-wide listening sessions to hear perspectives from the campus community on a range of topics related to General Education at the program level. The listening sessions included targeted topics, chosen based on assessment data and input provided to the General Education office and Academic Affairs over the preceding several years, as well as open sessions. Each listening session was also accompanied by a confidential survey to provide campus an additional opportunity to provide written feedback. The listening session topics were:

- Social justice, diversity, and inclusive excellence
- Sustainability and climate literacy
- Logistics, structure, and hours
- Open session
- Open session for final comments

Feedback during the listening sessions included input from faculty, staff, and students. The full final report of the Task Force can be found in Appendix 1, however in summary, campus feedback regarding the future of the General Education Program focused on:

- A desire to include a requirement for social justice, diversity, and inclusive excellence
- A desire to include a requirement for sustainability and climate literacy
- A desire to include an emphasis on financial literacy
- A desire to decrease the number of hours in the General Education Program of study
- Concerns with the Integrative Learning Experience (ILE)

General Education Listening Task Force Recommendations

Based on the campus feedback during the 2020-21 academic year, the General Education Listening Task Force made the following recommendations concerning the General Education Program:

1. Recommend that a committee be formed at the start of the 2021-22 academic year with a charge to compose a proposal for a revised General Education curriculum. It was suggested that at least a part of the membership of this committee include members of the General Education Listening Task Force to ensure that the revision committee retained the memory of the 2020-21 conversations. It was also suggested that this committee include representation from across campus including the Student Government Association, University College Academic Advising, and Transfer Admissions and Engagement. It was also recommended that this revision committee be provided the complete archive of materials collected by the General Education Listening Task Force.
2. Recommend that this revision incorporate specific unavoidable urgent topics including requirements for *social justice, diversity, and inclusive excellence* and *sustainability and climate literacy*. In this regard, it also recommended that the revision committee include individuals with expertise in these areas. This would ensure these topics will be thoughtfully included in a future curriculum and would also take advantage of the expertise that exists on campus. This would also ensure that the *General Education Program represents Appalachian's identity*.
3. Recommend that this revision include consideration for a financial literacy component.
4. Recommend that this revision includes less of a focus on specific classes with emphasis on a more flexible and less complicated model, including a reduction in hours of the overall program.
5. Recommend that, as this revision is constructed, the committee consider the importance of the allocation of sufficient resources to ensure the success of the revised program.

The General Education Revision Task Force (2021-22)

The General Education Revision Task Force was appointed in Fall 2021 by Provost Norris. The Task Force included faculty, staff, and student representation from across campus as recommended in the Listening Task Force report. The Revision Task Force as well as subcommittees formed from the Task Force membership met extensively throughout the 2021-22 academic year. The full final report of the Task Force can be found in Appendix 2, however in summary, the General Education Revision Task Force made the following recommendations concerning the General Education Program as based on the Listening Task Force Recommendations:

1. Listening Task Force recommendation that this revision incorporate specific unavoidable urgent topics including requirements for *social justice, diversity, and inclusive excellence and sustainability and climate literacy*.
 - The Revision Task Force recommended revisions to the rationales and SLOs of General Education goals 3 and 4 to be more intentional in regards to *social justice, diversity, and inclusive excellence and sustainability and climate literacy*.
 - The Revision Task Force proposed criteria for and recommended the addition of a 3 semester hour requirement in Intercultural Literacy (ICL) for all students.
 - The Revision Task Force proposed criteria for and recommended the addition of a 3 semester hour requirement in Sustainability and Climate Literacy (SCL) for all students.
 - The Revision Task Force recommended the replacement of the LSE component with Humanity and Its Systems (HUM) and proposed criteria for that component.

2. Listening Task Force recommendation that this revision include consideration for a financial literacy component.
 - The Revision Task Force considered this. However, they had concerns about adequate seat availability and adding an additional new requirement while reducing overall hours in the General Education Program.
 - In discussions with departments currently offering classes that address financial literacy (MAT, FIN, CTE), it appears that many majors are already receiving financial literacy content as part of their Quantitative Literacy (MAT 1005, 1010, 1020, 1035) course.
 - The Revision Task Force recommended determining which majors do not satisfy their Quantitative Literacy with one of these MAT classes and work with those departments to determine possibilities for their students.
 - The Revision Task Force recommended a collaborative effort to establish criteria for Financial Literacy expectations that would include the departments of: Curriculum and Instruction; Finance, Banking and Insurance; and Mathematical Sciences.

3. Listening Task Force recommendation that this revision includes less of a focus on specific classes with emphasis on a more flexible and less complicated model, including a reduction in hours of the overall program.
 - The Revision Task Force recommended a reduction from 44 to 41 semester hours in the General Education Program.
 - These 3 semester hours would be removed as part of the reorganization of the existing ILE + LSE into the SCL, ICL, and HUM components.
 - The removal of the ILE produces a less complicated and more flexible model for General Education as students will no longer be locked into a particular set of courses based on a theme.
 - The requirement of 18 semester hours with only 3 semester hours required in each of SCL, ICL, and HUM provides students greater opportunities to explore different disciplines or to explore to a greater extent areas within SCL or ICL.
 - The Revision Task Force recommended the creation of a new Science Inquiry theme, *Exploring Science*, to add increased flexibility to the program. This theme would include courses not found in the themes Biology in Society / The Blue Planet / Chemistry: Connections to Our Changing World / How Things Work / The Physics of Our Technological World / Physics with Calculus / Restless Planet: Earth, Environment and Evolution / Voyages Through the Cosmos.
 - The Revision Task Force recommended changing the maximum number of semester hours that students may count both in General Education and in the major discipline from 9 to 12 to provide increased flexibility for programs.
 - The Revision Task Force recommended the revised program be named *The Appalachian Experience*, to emphasize the alignment of the General Education Program with the mission and identity of Appalachian.

4. Listening Task Force recommendation that, as this revision is constructed, the committee consider the importance of the allocation of sufficient resources to ensure the success of the revised program.
 - The Revision Task Force recommended continued support of the cross-campus climate solutions course: Climate Responses and Response-Ability. While sufficient seats are currently available to ensure the feasibility of the SCL component of the proposed program revision, it will be important to develop new classes, and identify existing courses, from additional.
 - The Revision Task Force recommended resources be allocated to the General Education Program and the Center for Excellence in Teaching and Learning for Student Success to develop course and assignment redesign workshops, particularly relating to the newly proposed SCL and ICL components.
 - The Revision Task Force recommended continued support of the IRAP / General Education Program assessment efforts to ensure the program goals are being met.
 - The Revision Task Force suggested that additional resources may be required for departments offering financial literacy courses to accommodate increased seat demands.

The General Education Financial Literacy Feasibility Committee

The General Education Financial Literacy Feasibility Committee was assembled in Fall 2022 by Ted Zerucha (Assistant Vice Provost, General and Experiential Education) and Mark Ginn (Vice Provost for Undergraduate Education) as requested by Provost Norris. The charge of this committee was to report on the feasibility of including a required Financial Literacy component in the General Education Program. This request was based on the recommendations made by the General Education Listening Task Force (Appendix 1) and in response to the recommendations made by the General Education Revision Task Force (Appendix 2).

The committee included representation from the General Education Revision Task Force (*indicated) as well as the departments currently offering classes in the current General Education program and that address financial literacy:

- Angela Brown (Curriculum and Instruction / RCOE / Instructor CTE 1590)
- Kevin Huff (Finance, Banking and Insurance / WCOB / Instructor FIN 2860)
- Dave McEvoy (Chair, Economics / WCOB)*
- Trina Palmer (Mathematical Sciences / CAS / Instructor MAT 1010, 1020)
- Ted Zerucha (Assistant Vice Provost, General & Experiential Education / Committee Chair)*

This committee met during the fall 2022 semester and discussed:

- Criteria and expectations for a Financial Literacy course
- Courses currently in the General Education Program that meet the Financial Literacy criteria
- Courses currently offered at Appalachian that meet the Financial Literacy criteria but are not in the General Education Program
- Transfer courses that meet the Financial Literacy criteria
- The North Carolina public school Economics and Personal Finance course

Criteria and Expectations for a Financial Literacy Course

To begin the discussion of adding a Financial Literacy requirement to the General Education Program, the committee felt it to be important to first establish the criteria and expectations for what a financial literacy course should meet. Based on conversations about current course content as well as the goal of preparing students for professional and personal success at Appalachian and after graduation the committee agreed on the following criteria:

Financial Literacy (FIN)

Financial Literacy courses are required to meet all of the following criteria:

- a. The course will provide the knowledge, tools and techniques to help students make informed financial decisions.
- b. The course will examine financial situations and develop financial strategies to meet goals.
- c. The course will equip students to evaluate financial risks and opportunities.

In addition, Financial Literacy courses are required to meet at least two of the following:

- d. Budget, earnings and goals: The course will assess students' financial situations and guide students in creating financial strategies to improve one's financial wellness.
- e. Savings & investing: The course will investigate the basics of investing including identifying investment opportunities, protecting savings and leveraging financial instruments to mitigate risk and optimizing returns.
- f. Borrowing (credit & debt): The course will examine types of debt and debt management strategies. This could include establishing credit, paying off, or evaluating major purchase decisions.
- g. Protection: The students will identify personal risks and tools, resources and insurance products to help mitigate financial implications of those risks.
- h. Society & Cultural: The course will identify social and cultural influences that impact financial wellness on a personal, local, and global scale.

It should also be noted that establishing this criteria also satisfies one of the General Education Revision Task Force recommendations (*The Revision Task Force recommends a collaborative effort to establish criteria for Financial Literacy expectations that would include the departments of: Curriculum and Instruction; Finance, Banking and Insurance; and Mathematical Sciences*)

Courses Currently in the General Education Program that Meet the Financial Literacy Criteria

Financial Literacy courses currently part of the General Education curriculum are offered by the departments of: Curriculum and Instruction (CTE 1590); Finance, Banking and Insurance (FIN 2860); and Mathematical Sciences (MAT 1005, 1010, 1020). It should be noted that the Revision Task Force included MAT 1035 in the list of classes likely to meet a Financial Literacy requirement, however upon discussions with the department and based on the proposed financial literacy criteria, this is not the case. Examination of seat offerings from the current academic year (Summer I and II 2022, Fall 2022 and Spring 2023) is useful for determining the potential needs associated with adding this requirement to the General Education curriculum:

Course	Sections Offered	Seats Offered (CAP)	Avg Class Size
CTE 1590 (3 sh)	7	172	24.6
FIN 2860 (3 sh)	5	174	34.8
MAT 1005 (1 sh)	5	104	20.8
MAT 1010 (4 sh)	38	1183	31.1
MAT 1020 (4 sh)	32	876	27.4
Total	87	2509	28.8

From the table above, during the current academic year, including both summer sessions, 2509 seats were available to students. These seats were spread over 87 sections with an average class size of 28.8 students and an average 94.7 % of the seats occupied. In our discussions the need to have relatively small class sizes was deemed important to provide the attention each student would require to meet the Financial Literacy requirements as defined in our proposed criteria. These 2509 seats are well below the estimated need of 5000 annual seats for a required General Education course at this time. The 2491 seats ($5000-2509=2491$) that would need to be made available to make this requirement feasible translates to the annual need for 86.5 additional sections averaging 28.8 seats or 71.5 additional sections averaging 34.8 seats (based on the largest class size in the table above). It should be noted that these calculations are based on current student enrollment numbers, increases to the number of students enrolled at Appalachian would require additional course sections and seats. In conversations with these departments, they would not be able to add additional sections with their current resources and any new sections would require the hiring of instructors to meet this demand.

Courses currently offered at Appalachian that meet the Financial Literacy criteria but are not in the General Education Program

The committee also explored existing classes available at Appalachian that might meet the expectations of a General Education Financial Literacy class. In conversations with the Walker College of Business, there was *a consensus that the WCOB should be the "go to" college for financial literacy*. The departments of Accounting and Economics informed us they do not have existing classes that would meet the proposed criteria and the only department currently offering classes to likely meet the criteria is Finance, Banking and Insurance (FIN 3010, 3030, and 3725 and possibly FIN 3100, 3680, and 3700). Two of these classes require previous classes to be taken (FIN 3030 requires FIN 3010 or 3680 – FIN 3680 requires ACC 2100 and MAT 1035 or MAT 1030 or MAT 1110) making them challenging to add to General Education. In all cases significant numbers of seats would be needed to be added annually to satisfy the 2491 seat deficit mentioned previously. The College told us they *are positively disposed toward increasing the number of sections offered, but don't have the staffing to do so at this time*.

Transfer courses that meet the Financial Literacy criteria

At present there are no community colleges in North Carolina that offer equivalents of CTE 1590, FIN 2860, or MAT 1005. Community colleges in the state do offer courses that transfer to Appalachian as MAT 1010 (MAT 140 or 143) or MAT 1020 (MAT 161 or 171) however it is unclear if the community college courses include the financial literacy components as the transfer equivalency was based on mathematical components only. Furthermore, the community college MAT 143 transfers as 3 sh which necessitates students transferring this in to take MAT 1005 at Appalachian to complete their Quantitative Literacy requirement. This would negate the value of having MAT 143 satisfy the financial literacy requirement since MAT 1005 would also satisfy that.

North Carolina public school Economics and Personal Finance course

In July 2019, NC House Bill 924 was passed into law. This bill mandated the development and implementation of a financial literacy course that all NC public school students would be required to successfully complete beginning with the 2020-21 freshman class, which correlates with students entering university for the 2024-25 academic year. The standards for this requirement (included in Appendices 3 and 4) overlap with the criteria developed for a General Education Financial Literacy requirement as described previously in this report. An argument can be made that high school level coverage of this particular material will not be the equivalent of a university level requirement, however the extent of that difference, which could be between a senior level high school class and a freshman level university class is not known.

Conclusion and Recommendations

The addition of a Financial Literacy requirement to the General Education curriculum will require at a minimum:

- Class seats and instructors to accommodate approximately 2491 additional students annually.
- A plan to accommodate transfer students (approximately 25% of Appalachian's undergraduate student population) since there are virtually no courses that could transfer to Appalachian that meet this requirement.

In addition, it is unclear to what degree the new North Carolina High School curriculum will overlap with the expectations and criteria of our putative Financial Literacy requirement. As such, any General Education Financial Literacy requirement at Appalachian should be developed to build upon and complement the NC public school Economics and Personal Finance course. Furthermore, while this course should complement the public schools class, attention will also need to be paid to ensure that out of state students as well as non-traditional students are treated equitably in regards to attaining proficiency with this material.

If it is decided to move forward with incorporating a Financial Literacy requirement to a revised General Education Program it will be important to establish it within the context of the recommendations of the General Education Listening and Revision Task Force which included:

- The addition of a 3 semester hour requirement in Intercultural Literacy (ICL) for all students.
- The addition of a 3 semester hour requirement in Sustainability and Climate Literacy (SCL) for all students.
- A more flexible and less complicated General Education curriculum, including a reduction in hours of the overall program

To ensure that any Financial Literacy requirement is included in a revised General Education Program thoughtfully in regards to previous campus discussions, it is recommended that at least a subset of the General Education Revision Task Force be reconstituted and to include representation from this Financial Literacy Feasibility Committee to revisit the proposed revision in the context of adding this requirement in a way to be consistent with the previous recommendations.

Other Recommendations

While this committee feels that incorporating Financial Literacy into the curricula of students at Appalachian is important, if it should be decided that adding a required Financial Literacy component to the General Education Program is not feasible at this time some other recommendations are:

- Increase resources strategically, particularly to the departments of Curriculum and Instruction and Finance, Banking and Insurance to facilitate offering more seats in CTE 1590 and FIN 2860. These classes are essentially at capacity regularly thus making available additional sections and seats will enable more students to take these classes. Resources could also be allocated to facilitate the development of new classes by these departments or others that meet the Financial Literacy criteria described in this report.
- Work with Majors whose students do not typically complete their General Education Quantitative Literacy requirement with MAT 1005, 1010, or 1020 to direct their students towards CTE 1590 and FIN 2860 through advising.
- Beginning Fall 2025 assess incoming freshmen in regards to the proposed Financial Literacy criteria in this report to determine the efficacy of the new NC high school standards.
- Explore the possibility of making available and directing students to online resources to help build financial literacy such as CashCourse (<https://www.cashcourse.org/>), available to students attending Higher Education Financial Wellness Alliance (HEFWA) member institutions, or iGrad (<https://www.igradfinancialwellness.com/>) a fee-based platform made available to students at institutions such as Wake Forest University. This would be particularly helpful to students in majors that do not require Quantitative Literacy classes that include financial literacy components (MAT 1005, 1010, 1020) to their coursework.
- Closely monitor the activities of the recently established UNC System Financial Literacy and Wellness Working Group. This group consists of individuals from eight state institutions (including Kevin Huff from this committee) and is charged with developing a set of recommendations that will provide a roadmap concerning the design, development, and deployment of financial literacy and wellness efforts.

General Education Listening Task Force

Final Report

May 13, 2021

The General Education Listening Task Force

The General Education Listening Task Force, was appointed in Fall 2020 by Interim Provost Norris. The task force included faculty, staff, and student representation from across campus:

- Leslie Bradbury (Curriculum and Instruction, Elementary Ed / RCOE)
- Emily Daughtridge (Theatre and Dance / FAA)
- Leonardo Flores (Chair English / CAS)
- Bailey Gardin (SGA)
- Darci Gardner (Languages Literature & Cultures / CAS)
- Tina Hogan (IRAP)
- Kristin Hyle (Assistant Director Gen Ed)
- Rick Klima (Director FYS)
- Melissa Lesbines (HSOM)
- Denise Levy (Associate Dean BCHS)
- Abhi Ramalingam (Economics / WCOB)
- Ted Zerucha (Director Gen Ed / Task Force Chair)

The charge of the Task Force was to organize and host listening sessions throughout the academic year to hear concerns and perspectives about the General Education program from across campus with the goal of putting together recommendations for revisions to the program. This campus input and recommendations are being submitted to Provost Norris. It is anticipated that this report will be used as a basis to form a General Education Program Revision Committee that will make use of the information in this report and that gathered during the 2020–2021 academic year to propose revisions to the program.

Framing Language

The General Education Program at Appalachian seeks to provide students with a first-rate liberal arts education. Our goal is well-rounded students with the knowledge and skills important for professional and personal success at Appalachian and after graduation: abilities to think critically and creatively, communicate effectively, make local-to-global connections, and understand the responsibilities of community membership. As an experience shared by our undergraduate students and our faculty, it is important that the General Education program represents Appalachian's identity. It is also important for our General Education program to adapt and evolve in response to emerging challenges, changes, and opportunities.

General Education Listening Sessions

The General Education Listening Task Force hosted campus-wide listening sessions to hear perspectives from the campus community on a range of topics related to General Education at the program level, and to help plan for its future. The listening sessions included targeted topics, chosen based on assessment data and input provided to the General Education office and Academic Affairs over the past several years, as well as open sessions. Each listening session was announced in advance via Campus Announcements, an email sent to campus from Academic Affairs, and direct notifications to Council of Chairs, Faculty Senate, Staff Senate, University College Academic Advising and Orientation, Online and Transfer Services, Advising Council, the Honors College, and the Student Government Association. Each listening session was also attended by at least one member of Faculty Senate's Academic Policy Committee who reported back on the sessions to Faculty Senate. Each listening session included an afternoon and early evening Zoom session to provide the maximum opportunity for campus feedback. Each listening session was also accompanied by a confidential survey to provide campus an additional opportunity to provide written feedback. The listening sessions were accompanied by a [webpage](#) where recordings of all sessions were posted as well as survey results. The listening session topics were:

- Social justice, diversity, and inclusive excellence (November 19, 2020)
- Sustainability and climate literacy (January 28, 2021)
- Logistics, structure, and hours (February 25, 2021)
- Open session (March 25, 2021)
- Open session for final comments (April 22, 2021)

Campus Feedback

Feedback during the listening sessions was robust and included input from faculty, staff, and students. Summaries of the listening sessions and accompanying surveys can be found on the listening session [webpage](#) together with recordings of all sessions. While the task force anticipates that crafting a proposal for a program revision should require attention to this complete archive of information, there were several points about the future of the General Education program that consistently arose as we listened to campus:

- A desire to include a requirement for social justice, diversity, and inclusive excellence
- A desire to include a requirement for sustainability and climate literacy
- A desire to include an emphasis on financial literacy
- A desire to decrease the number of hours in the General Education program of study
- Concerns with the Integrative Learning Experience (ILE)

Recommendations

Based on the feedback we received from campus we would like to make several recommendations concerning the General Education program:

1. We recommend that a committee be formed at the start of the 2021–2022 academic year with a charge to compose a proposal for a revised General Education curriculum. We suggest that at least a part of the membership of this committee include members of the General Education Listening Task Force to ensure that the revision committee retains the memory of the 2020–2021 conversations. We also suggest that this committee include representation from across campus including the Student Government Association, University College Academic Advising, and Online and Transfer Services. We also recommend that this revision committee be provided the complete archive of materials collected by the General Education Listening Task Force.
2. We recommend that this revision incorporate specific unavoidable urgent topics including requirements for *social justice, diversity, and inclusive excellence* and *sustainability and climate literacy*. In this regard, we also recommend that the revision committee include individuals with expertise in these areas. This will ensure these topics are included in a future curriculum thoughtfully and also take advantage of the expertise that exists on campus. This will also ensure that the *General Education program represents Appalachian's identity*.
3. We recommend that this revision include consideration for a financial literacy component.
4. We recommend that this revision includes less of a focus on specific classes with emphasis on a more flexible and less complicated model, including a reduction in hours of the overall program.
5. We recommend that, as this revision is constructed, the committee consider the importance of the allocation of sufficient resources to ensure the success of the revised program.

General Education Revision Task Force

Final Report

June 3, 2022

The General Education Revision Task Force

The General Education Revision Task Force was appointed in Fall 2021 by Provost Norris. The Task Force included faculty, staff, and student representation from across campus:

- Christine Anderson (University College Academic Advising)
- Laura England (Sustainable Development / FAA)
- Leonardo Flores (Chair, English / CAS)*
- Darci Gardner (Languages, Literatures, and Cultures / CAS)*
- Kim Hall (Philosophy and Religion / CAS, resigned from Task Force April 13, 2022)
- Tina Hogan (Institutional Research, Assessment, and Planning)*
- Kristin Hyle (Assistant Director, General Education Program)*
- Rick Klima (Director, First Year Seminar)*
- Melissa Lesbines (Hayes School of Music)*
- Denise Levy (Associate Dean, BCHS)*
- Dave McEvoy (Chair, Economics / WCOB)
- Thomas McNeill (Student Government Association)
- Jamie Parson (Interim Chief Diversity Officer)
- Theresa Redmond (Curriculum and Instruction, Media Studies/ RCOE)
- Kelly Rhodes (Belk Library and Information Commons)
- Jeni Wyatt (Transfer Admissions and Engagement)
- Ted Zerucha (Director, General Education Program / Task Force Chair)*

The charge of the Task Force was to develop a proposal for a revised General Education Program during the 2021-22 academic year based on campus feedback gathered during the 2020-21 academic year and outlined in the General Education Listening Task Force Final Report (submitted May 2021). Members of the General Education Listening Task Force that also served on the Revision Task Force are indicated (*). This proposal is being submitted to Provost Norris.

Framing Language

The General Education Program at Appalachian seeks to provide students with a first-rate liberal arts education. Our goal is to develop well-rounded students with the knowledge and skills important for professional and personal success at Appalachian and after graduation: abilities to think critically and creatively, communicate effectively, make local-to-global connections, and understand the responsibilities of community membership. As an experience shared by our undergraduate students and our faculty, it is important that the General Education Program reflects Appalachian's identity. It is also important for our General Education Program to adapt and evolve in response to emerging challenges, changes, and opportunities.

General Education Listening Sessions (2020-21)

The General Education Listening Task Force was appointed in Fall 2020 by Interim Provost Norris and hosted campus-wide listening sessions to hear perspectives from the campus community on a range of topics related to General Education at the program level. The listening sessions included targeted topics, chosen based on assessment data and input provided to the General Education office and Academic Affairs over the previous several years, as well as open sessions. Each listening session was also accompanied by a confidential survey to provide campus an additional opportunity to provide written feedback. The listening sessions were accompanied by a [web page](#) where recordings of all sessions are posted as well as survey results. The listening session topics were:

- Social justice, diversity, and inclusive excellence (November 19, 2020)
- Sustainability and climate literacy (January 28, 2021)
- Logistics, structure, and hours (February 25, 2021)
- Open session (March 25, 2021)
- Open session for final comments (April 22, 2021)

Feedback during the listening sessions included input from faculty, staff, and students. The final report of the Task Force as well as summaries of the listening sessions and accompanying surveys can be found on the listening session [web page](#) together with recordings of all sessions. In gathering campus feedback during the listening sessions, several points about the future of the General Education Program consistently arose, specifically:

- A desire to include a requirement for social justice, diversity, and inclusive excellence
- A desire to include a requirement for sustainability and climate literacy
- A desire to include an emphasis on financial literacy
- A desire to decrease the number of hours in the General Education Program of study
- Concerns with the Integrative Learning Experience (ILE)

General Education Listening Task Force Recommendations

Based on the campus feedback during the 2020-21 academic year, the General Education Listening Task Force made the following recommendations concerning the General Education Program:

1. Recommend that a committee be formed at the start of the 2021-22 academic year with a charge to compose a proposal for a revised General Education curriculum. It was suggested that at least a part of the membership of this committee include members of the General Education Listening Task Force to ensure that the revision committee retained the memory of the 2020-21 conversations. It was also suggested that this committee include representation from across campus including the Student Government Association, University College Academic Advising, and Transfer Admissions and Engagement. It was also recommended that this revision committee be provided the complete archive of materials collected by the General Education Listening Task Force.
2. Recommend that this revision incorporate specific unavoidable urgent topics including requirements for *social justice, diversity, and inclusive excellence* and *sustainability and climate literacy*. In this regard, it also recommended that the revision committee include individuals with expertise in these areas. This would ensure these topics will be thoughtfully included in a future curriculum and would also take advantage of the expertise that exists on campus. This would also ensure that the *General Education Program represents Appalachian's identity*.
3. Recommend that this revision include consideration for a financial literacy component.
4. Recommend that this revision includes less of a focus on specific classes with emphasis on a more flexible and less complicated model, including a reduction in hours of the overall program.
5. Recommend that, as this revision is constructed, the committee consider the importance of the allocation of sufficient resources to ensure the success of the revised program.

The General Education Revision Task Force Composition and Meetings (2021-22)

As previously mentioned, the General Education Revision Task Force was appointed in Fall 2021 by Provost Norris. The Task Force included faculty, staff, and student representation from across campus as recommended in the Listening Task Force report. Furthermore, attention was paid to have representation with expertise in *social justice, diversity, and inclusive excellence* and *sustainability and climate literacy* as was also recommended by the Listening Task Force. The Revision Task Force had their first meeting as an all-day retreat on August 5, 2021, then met every two weeks between August 25 and November 17, every two weeks between January 21 and March 18 and weekly between March 18 and May 5. In addition to these full Task Force meetings, several subcommittees were formed, as needed, to work between full meetings. In total the full Task Force met approximately 20 times during the 2021-22 academic year with a subset of the full Task Force meeting for an approximate 9 additional subcommittee meetings.

Proposed Changes to the General Education Program Goals

The four existing goals of the General Education Program (Thinking critically and creatively / Communicating effectively / Making local-to-global connections / Understanding responsibilities of community membership) align with the [mission and values](#) of Appalachian State University. Because of this, the Task Force made the decision to maintain these goals and focus efforts on suggesting revisions to the goals' rationale language to make it more intentional and to align with the feedback gathered during the previous academic year's listening sessions. The existing goal language is provided in Appendix 1 and the recommended revised goal language is included in Appendix 2 for comparison.

To provide context for the General Education Program, framing language was added as a preamble to the General Education Program goals. It is not uncommon for students to express confusion as to the reason they are expected to complete the General Education Program, and the Task Force endeavored to add language to provide context for this and to also tie General Education to the liberal arts identity of Appalachian. The framing language also aligns with recommendation 2 of the Listening Task Force to *incorporate specific unavoidable urgent topics including requirements for social justice, diversity, and inclusive excellence and sustainability and climate literacy*.

Relatively modest changes to the rationales and student learning outcomes (SLOs) of General Education goal 1 (Thinking critically and creatively) and goal 2 (Communicating effectively) are proposed. Proposed changes to these goals were shaped by concerns with SLO language from past General Education Assessment Summits in addition to the listening sessions.

More significant edits are proposed for General Education goal 3 (Making local-to-global connections) and goal 4 (Understanding responsibilities of community membership). The justification for this is that these two goals align most with the recommendation to *incorporate specific unavoidable urgent topics including requirements for social justice, diversity, and inclusive excellence and sustainability and climate literacy*. For both of these goals the rationales and SLOs were edited to more intentionally include language relating to these topics.

Proposed Changes to the General Education Curriculum

The recommendations from the General Education Listening Task Force that directly affect the General Education curriculum are that the revision:

- incorporates specific unavoidable urgent topics including requirements for social justice, diversity, and inclusive excellence and sustainability, and climate literacy.
- includes consideration for a financial literacy component.
- includes less of a focus on specific classes with emphasis on a more flexible and less complicated model, including a reduction in hours of the overall program.

In examining assessment data and campus input during the General Education Listening Sessions, it became apparent that the existing General Education Program (Appendix 3) was not adequate in terms of incorporating *social justice, diversity, and inclusive excellence and sustainability and climate literacy*. Modifying the General Education goal language (rationales and SLOs) as described above was a part of addressing this. However, in examining assessment data, as well as General Education enrollment and seat data, it has also become apparent that it is possible for students to intentionally, or unintentionally, navigate around courses that meet goals 3 and 4 and thus the majority of SLOs that address these topics. To counter this, the Revision Task Force recommends the establishment of two new required components in the General Education curriculum. These new components, Sustainability and Climate Literacy (SCL) and Intercultural Literacy (ICL), ensure that every student completing Appalachian's General Education Program will take at least one class that includes *sustainability and climate literacy* and one that includes *social justice, diversity, and inclusive excellence*. Including the SCL and ICL components in this manner also emphasizes these areas, consistent with them being identified as *unavoidable urgent topics* by the Listening Task Force. Introducing these as required components also ensures that the General Education Program reflects Appalachian's stated mission to prepare students *who understand their responsibilities in creating a sustainable future for all, that promote(s) a spirit of inclusion, and that embrace(s) our obligation to help create healthy, just, and sustainable societies*.

During the 2020-21 Listening Sessions, it had become evident that multiple problems exist with the current Integrative Learning Experience (ILE). One of the major issues is that students are often forced to choose a theme more because of transfer credit, required designations, and courses that fit with their schedule, as opposed to being free to select a theme based on their interests. In addition, there is a perception that the majority of the courses in a theme are no longer truly integrated. Thus, the ILE is not accomplishing what was originally intended. The Revision Task Force thus suggests removing the ILE and adding the SCL and ICL components to that location of the program of study (Appendix 4). This change to the program of study also essentially replaces a component (the ILE) that requires 3 classes (9 semester hours) to complete with two components (SCL and ICL) that together require 2 classes (6 semester hours) to complete. This addresses the Listening Task Force recommendation to establish a *flexible and less complicated model, including a reduction in hours of the overall program*.

To be consistent with removal of the ILE and to provide additional flexibility to students, the Revision Task Force also considered the Science Inquiry component of the General Education Program. It is apparent that several of the Science Inquiry themes reflect coursework designed as a single course that is split up over two semesters as opposed to two standalone courses. The Revision Task Force recommends that these themes (Biology in Society / The Blue Planet / Chemistry: Connections to Our Changing World / How Things Work / The Physics of Our Technological World / Physics with Calculus / Restless Planet: Earth, Environment and Evolution / Voyages Through the Cosmos) remain, and suggests that any Science Inquiry courses not included in those themes be combined into one theme named *Exploring Science*. In this theme, students will have the opportunity to explore different areas of the sciences without being restricted to a particular course sequence.

The addition of the SCL and ICL and removal of the ILE components will also have consequences for the Liberal Studies Experience (LSE) of the existing General Education curriculum. The LSE currently requires 12 semester hours and is designed to provide students with an opportunity to explore several disciplines and different perspectives on the human experience. It has been noted that it is not unusual for the LSE to be confused with the Literary Studies (LS) designation requirement and because of this there is a desire to change the name of the LSE. The Revision Task Force recommends replacing the LSE with a newly named *Humanity and Its Systems* (HUM) component. The Revision Task Force also proposes new criteria for the HUM component (Appendix 6) to reflect and emphasize the *perspectives on the human experience* aspect of this. The introduction of the SCL and ICL as well as the revision of the HUM components will essentially result in classes that currently populate page 2 of the General Education POS (Appendix 3) in the ILE and LSE to be reshuffled into one of these new 3 categories. This reshuffle will be driven by departments determining the best fits for their classes and will also involve the General

Education Council ensuring classes meet the established criteria for these curricular components (Appendices 5 and 6). The Revision Task Force also recommends that students be required to take 18 semester hours across the SCL, ICL, and HUM sections with at least one class in each of these categories. This results in the aforementioned reduction in 3 overall semester hours in the curriculum (currently the ILE and LSE require 21 semester hours to complete). The Revision Task Force also recommends that the current designation requirements (3 semester hours each of Fine Arts, Historical Studies, Literary Studies, and Social Science) remain unchanged.

The Revision Task Force examined a hypothetical program of study based on course descriptions and seat data of classes currently populating the ILE and LSE to ensure that the shuffle of these classes into the SCL, ICL, and HUM would be feasible in terms of adequate seat availability and distribution of classes with designations across these components. This is also important in the context of options for transfer students and to ensure the revised program is more transfer friendly than the existing structure. While, once again, decisions about which category (SCL, ICL, HUM) classes will land in will ultimately be up to departments; the Revision Task Force does not have concerns about the feasibility of this.

The Revision Task Force also considered the feasibility of adding a financial literacy component to the General Education Program, as outlined in recommendation 3 of the Listening Task Force Report. Departments that currently offer classes that address financial literacy are: Curriculum and Instruction (CTE 1590); Finance, Banking and Insurance (FIN 2860); and Mathematical Sciences (MAT 1005, 1010, 1020, 1035). The Revision Task Force examined seat availability data for these classes and does not feel that it is feasible to add this as a formal requirement at this time because of insufficient seat availability. In addition, there is no clear path to add an additional new requirement (in addition to SCL and ICL) while reducing overall hours in the General Education Program. This being stated, in discussions with the departments currently offering classes that address financial literacy (MAT, FIN, CTE), it appears that many majors actually are taking financial literacy classes as part of their Quantitative Literacy requirement (MAT 1005, 1010, 1020, 1035). Thus, the Revision Task Force recommends determining what majors do not satisfy their Quantitative Literacy with one of these MAT classes and work with those departments to determine possibilities for their students, such as advising their students to take CTE 1590 or FIN 2860 as part of their General Education. The Revision Task Force also recommends a collaborative effort to establish criteria for Financial Literacy expectations that would include these departments so as to ensure students are able to achieve reasonable competency in financial literacy regardless of where they may take it in their program of study.

Finally, the Revision Task Force recommends increasing the maximum number of hours that students may double count between their General Education and their major from 9 semester hours to 12 semester hours. This change contributes to addressing the General Education Listening Task Force Recommendation number 4 by increasing flexibility in the General Education curriculum.

Additional Recommendations

The General Education Revision Task Force recommends these changes be incorporated to establish a revised General Education Program. Furthermore, we recommend this revised program be named The Appalachian Experience in order to thoughtfully and intentionally anchor undergraduate learning across campus with the larger identity of Appalachian State University. We recommend this revised program to be brought to AP&P during the 2022-23 academic year with a goal of being in place for the 2024-25 academic year. This will allow time for additional campus input that may be deemed necessary. This 2024-25 start date will also provide sufficient time for departments to make decisions and prepare proposals for how their classes will be placed in the revised program.

Summary of Revision Task Force and Proposed Revisions as Based on 2020-21 Listening Session Task Force Recommendations

1. Listening Task Force recommendation that a committee be formed at the start of the 2021-22 academic year with a charge to compose a proposal for a revised General Education curriculum.
 - The Revision Task Force was formed prior to the start of the 2021-22 academic year.
 - The Revision Task Force included members of the General Education Listening Task Force to ensure that the revision committee retained the memory of the 2020-21 conversations.
 - The Revision Task Force included representation from across campus including the Student Government Association, University College Academic Advising, and Transfer Admissions and Engagement.
 - The Revision Task Force included individuals with expertise in the areas of social justice, diversity, and inclusive excellence as well as sustainability and climate literacy.
 - The Revision Task Force had available the complete archive of materials collected by the General Education Listening Task Force.

2. Listening Task Force recommendation that this revision incorporate specific unavoidable urgent topics including requirements for *social justice, diversity, and inclusive excellence* and *sustainability and climate literacy*.
 - The Revision Task Force recommends revising the rationales and SLOs of General Education goals 3 and 4 to be more intentional in regards to *social justice, diversity, and inclusive excellence* and *sustainability and climate literacy*.
 - The Revision Task Force recommends the addition of a 3 semester hour requirement in Intercultural Literacy (ICL) for all students.
 - The Revision Task Force recommends the addition of a 3 semester hour requirement in Sustainability and Climate Literacy (SCL) for all students.
 - The Revision Task Force has developed proposed criteria for both ICL and SCL curricular components.
 - The addition of these ICL and SCL requirements aligns with Appalachian's mission and identity.
 - The Revision Task Force recommends the replacement of the LSE component with Humanity and Its Systems (HUM).
 - The Revision Task Force has developed proposed criteria for the HUM curricular component.

3. Listening Task Force recommendation that this revision include consideration for a financial literacy component.
 - The Revision Task Force considered this. However, there are concerns about adequate seat availability and adding an additional new requirement while reducing overall hours in the General Education Program.
 - In discussions with departments currently offering classes that address financial literacy (MAT, FIN, CTE), it appears that many majors are already receiving financial literacy content as part of their Quantitative Literacy (MAT 1005, 1010, 1020, 1035) course.
 - The Revision Task Force recommends determining which majors do not satisfy their Quantitative Literacy with one of these MAT classes and work with those departments to determine possibilities for their students.
 - The Revision Task Force recommends a collaborative effort to establish criteria for Financial Literacy expectations that would include the departments of: Curriculum and Instruction; Finance, Banking and Insurance; and Mathematical Sciences.

4. Listening Task Force recommendation that this revision includes less of a focus on specific classes with emphasis on a more flexible and less complicated model, including a reduction in hours of the overall program.
 - The Revision Task Force recommends a reduction from 44 to 41 semester hours in the General Education Program.
 - These 3 semester hours would be removed as part of the reorganization of the existing ILE + LSE into the SCL, ICL, and HUM components.
 - The removal of the ILE produces a less complicated and more flexible model for General Education as students will no longer be locked into a particular set of courses based on a theme.
 - The requirement of 18 semester hours with only 3 semester hours required in each of SCL, ICL, and HUM provides students greater opportunities to explore different disciplines or to explore to a greater extent areas within SCL or ICL.
 - The Revision Task Force recommends the creation of a new Science Inquiry theme, *Exploring Science*, to add increased flexibility to the program. This theme would include courses not found in the themes Biology in Society / The Blue Planet / Chemistry: Connections to Our Changing World / How Things Work / The Physics of Our Technological World / Physics with Calculus / Restless Planet: Earth, Environment and Evolution / Voyages Through the Cosmos.
 - The Revision Task Force recommends changing the maximum number of semester hours that students may count both in General Education and in the major discipline from 9 to 12 to provide increased flexibility for programs.
 - The Revision Task Force recommends the revised program be named *The Appalachian Experience*, to emphasize the alignment of the General Education Program with the mission and identity of Appalachian.

5. Listening Task Force recommendation that, as this revision is constructed, the committee consider the importance of the allocation of sufficient resources to ensure the success of the revised program.
- The Revision Task Force recommends continued support of the cross-campus climate solutions course: Climate Responses and Response-Ability. While sufficient seats are currently available to ensure the feasibility of the SCL component of the proposed program revision, it will be important to develop new classes, and identify existing courses, from additional departments to add increased flexibility and options to students.
 - The Revision Task Force recommends resources be allocated to the General Education Program and the Center for Academic Excellence to develop course and assignment redesign workshops, particularly relating to the newly proposed SCL and ICL components.
 - The Revision Task Force recommends continued support of the IRAP / General Education Program assessment efforts to ensure the program goals are being met.
 - The Revision Task Force suggests that additional resources may be required for departments offering financial literacy courses to accommodate increased seat demands.

Appendix 2.1: Current General Education Program Goals

I. Thinking Critically and Creatively

Rationale

The goal of Appalachian's General Education Program is to instill and nurture in its students the knowledge, skills, and values of a liberal education, including the skills of effective critical thinking, listening, and communicating. A successful liberal, broad-based education prepares students for lifelong learning, reflective living, public engagement, and vocational success. Critical and creative thinkers ("CCT") possess a combination of essential characteristics: skills, knowledge, and dispositions. Critical and creative thinkers are intellectually humble and curious. They use an inquiry-based, systematic, and logical process to promote greater understanding and further learning, considering intra- and inter-disciplinary sources as appropriate. They are open minded and willing to consider alternative and unconventional methods, sources, and conclusions, as part of an evidence-based and rational process. The critical and creative thinker is able to apply knowledge innovatively toward useful and meaningful goals. These characteristics are subject to some limitations and caveats. They are not exhaustive, and they may apply in various ways and to varying degrees, depending on the discipline and/or particular assignments. Some are more aspirational in nature (e.g., intellectual humility and curiosity) and may be difficult to measure even though they are worth nurturing.

Student Learning Outcomes

- Explanation: Students will clearly explain the issue/problem.
- Evidence: Students will selectively use information to investigate a point of view or conclusion.
- 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.
- Conclusions: Students will express a logical conclusion.
- Taking Risks: Students will take risks (i.e., includes personal risk, going beyond the original parameters of the assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions).

II. Communicating Effectively

Rationale

The General Education Program prepares students to employ modes of communication that can help communities reach consensus or respectful disagreement. Effective communication leads to discovery and significant changes in the sender (who may be a writer, speaker, dancer, musician, visual artist, or actor) that produce sophisticated reading skills and a high level of quantitative, technological, and information literacy. The sender is successful in delivering the message to the receiver, who may be listening, reading, or watching. As both senders and receivers, successful communicators interact effectively with people of both similar and different experiences and values. They adapt their communication skills with increasingly complex situations.

Student Learning Outcomes

- Context and Purpose: Students will demonstrate a thorough understanding of context, audience, and purpose.
- Content Development: Students will use appropriate content to shape their message.
- Sources and Evidence: Students will integrate evidence drawn from credible, relevant sources to formulate their message.
- Control of Syntax and Mechanics: Students will communicate with clarity and fluency.

III. Making Local to Global Connections

Rationale

Appalachian State University is both in and of the southern Appalachian region, and it is also part of a world that is globally connected. Life in the twenty-first century requires an understanding of the connections and multi-layered interactions among diverse local and global human cultures, as well as between humans and the natural and physical environments. In this context, the General Education Program helps to cultivate an active understanding of global change and the effect of human agency on both natural and cultural environments. Students should understand the importance of biodiversity, ecological integrity, and the need to achieve sustainable benefits for communities. Knowledge of other cultures, diverse cultural frames of reference, and alternative perspectives are essential to thinking critically and creatively and to understanding the responsibilities of membership in local, regional, and global communities. The cultivation and maintenance of intercultural relationships require active cultural understanding, which is achieved by exploring multiple strategies for interacting with other peoples and cultures.

Student Learning Outcomes

- Global Self Awareness: Students will evaluate the effect of human agency on natural and cultural environments. (Local to Global)
- Consequences of Global Change: Students will evaluate the effect of global change on local natural and cultural environments. (Global to Local)
- Systemic Drivers of Global Change: Students will evaluate systemic factors as drivers of global change in order to advocate for appropriate responses.
- Ecological Integrity and Sustainability: Students will demonstrate the importance of ecological integrity, from local to global scales, as essential life support for sustainable communities.
- Cultural Diversity: Students will demonstrate their knowledge of other cultures, worldviews, and frames of reference to contextualize local and global issues.
- Cultural Interaction: Students will integrate diverse perspectives to demonstrate an appreciation of the complexities of cultural interactions.

IV. Understanding Responsibilities of Community Membership

Rationale

General Education prepares students to become informed, active, and engaged members of local, national, global, and virtual communities. Responsible community members live thoughtfully and purposefully, with concern for the well-being of both self and others. In a world in which political and economic security, environmental sustainability, and global health are constant challenges, learning and problem-solving require communal participation.

Student Learning Outcomes

- Civic Literacy: Students will evaluate knowledge from their academic experiences to inform their civic engagement.
- Civic Identity and Engagement: Students will thoroughly reflect on their own civic-engagement activities as they relate to their sense of civic identity.
- Civil Communication: Students will engage in civil and reasoned discourse.
- Ethical Self-Awareness: Students will reflect on their own core beliefs in relation to complex ethical issues.
- Ethical Application: Students will apply ethical concepts to an ethical question.
- Perspectives of Others: Students will contextualize personal experiences with diverse cultures, communities, or perspectives and demonstrate the ability to act supportively.

Appendix 2.2: Proposed General Education Program Goals

Appalachian's General Education Program prepares students to be well-rounded, informed, lifelong learners and engaged global citizens who contribute to a just and sustainable future. Preparing students for a complex future as part of local and global communities that are pushing planetary limits requires understanding and appreciating that today's world demands multi-layered learning. The Program's four interconnected goals emphasize the traditional academic capacities associated with a liberal arts education as well as essential and urgent twenty-first century literacies, including: information and media literacy; intercultural literacy; and sustainability and climate literacy. The General Education Program goals are:

I. Thinking Critically and Creatively

Rationale

Critical and creative thinkers use an inquiry-based, systematic, logical, and generative process to promote greater understanding and further learning, considering intra-, inter-, and trans-disciplinary sources. They are open-minded and willing to access and consider multiple reliable and credible methods, sources, and conclusions as part of an evidence-based and rational process. To be knowledgeable and informed in the twenty-first century requires that students cultivate the abilities to access, analyze, evaluate, create, communicate, and act, using information in all forms. The critical and creative thinker is able to apply knowledge in novel or unexpected ways toward useful and meaningful goals.

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.

II. Communicating Effectively

Rationale

Communication is diverse and encompasses multiple modes of human expression including, but not limited to, written, verbal, visual, and aural. Successful communicators are reflective and use appropriate modalities that respond to audience and purpose, as well as interact with people of both similar and different experiences and values. They strive to develop sophisticated reading and observational skills and to refine and adapt their quantitative, technological, and information literacies for increasingly complex situations. Effective communication leads to discovery, connection, and transformation and can help communities or reach consensus.

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.

III. Making Local to Global Connections

Rationale

Making local to global connections prepares students to be thoughtful and engaged members of diverse communities who participate in cross-scale cooperation and collaboration, and are knowledgeable of other cultures, worldviews, and frames of reference. Members of local and global communities must negotiate and navigate our highly interconnected and interdependent world, especially within the context of global inequalities, the climate crisis, and other environmental issues. This requires an appreciation of the value of social, cultural, and ecological diversity; understanding local and present-day phenomena in the context of broader conceptions of space and time; and being active participants in the transformations necessary to work towards a just and sustainable future.

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.

IV. Understanding Responsibilities of Community Membership

Rationale

Responsible community members strive to live thoughtfully, purposefully, and ethically with self-awareness and concern for the well-being of the self, others, and the environment. This endeavor requires an active, lifelong curiosity and interest in the impacts of our relationships, perspectives, attitudes, and behaviors on others and the planet. Responsible community members demonstrate empathy and care for others and cultivate the skills to effectively communicate and collaborate across differences in order to identify, respond, and implement just and sustainable solutions.

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.

Appendix 2.3: Existing General Education Program of Study

APPALACHIAN STATE UNIVERSITY GENERAL EDUCATION 2022-2023 (44 Semester Hours) Updated 3/4/2022

<http://generaleducation.appstate.edu>

FIRST YEAR SEMINAR

__UCO 1200, HON 1515, or WRC 1103 (3 of 6 s.h. will count here) or __UCO MET* (0 s.h.)

*open to students who: 1. graduated from high school more than one year prior to entering Appalachian; 2. are classified as transfer students by Admissions; AND 3. have earned 30 or more transferable semester hours at one or more postsecondary institutions prior to entering Appalachian. Credit by exam, university placement credit, and credit for life or military experience are excluded from the 30 s.h. Students using this option will have 41 s.h. of General Education.

WRITING ACROSS THE CURRICULUM (6 s.h. required)

__R C 1000, LLC 1000, or WRC 1103 (3 of 6 s.h. will count here)

__R C 2001 or WRC 2001

MAJOR REQUIREMENTS (hours count in major requirements)

__Junior Writing in the Discipline ("WID" on major Program of Study)

__Senior Capstone Experience ("CAP" on major Program of Study)

WELLNESS LITERACY (2 s.h. required)

Choose from the following:

1 s.h. courses: __P E 1530-1549, P E 1700-1877

2 s.h. courses: __DAN 1405, 1410, 1420, 1430, 2405, 2410, 2420, or 2430, __HPE 1000, __MSL 1101, __P H 1105, __SSU 2280, 2480, 2580, or 4580

3 s.h. courses (additional hour may count as elective):

__DAN 4460, __HPE 4320, __NUT 2202, __P E 1718

QUANTITATIVE LITERACY (4 s.h. required)

4 s.h. courses (These courses fully complete this requirement.): __C S 2435, __MAT 1010, 1020, or 1110, __STT 2820, __WRC 1010

3 s.h. courses (These courses count toward, but do not fully complete, this requirement.):

__ECO 2100 or 2200, __MAT 1035, __STT 1810, 2810, or 3820

1 s.h. courses (for students who transfer 3 s.h. of QL coursework): __MAT 1005, __STT 1805 (not open to students with other STT credit)

NOTE: If you have transferred 3 hours of QL coursework, please check with your advisor to see if your intended major or minor requires a course which can count for the final QL hour.

SCIENCE INQUIRY requires 8 semester hours from one theme (underlined). Courses in themes marked with an * must be taken sequentially. Check the course descriptions for any pre- and/or co-requisites.

Biology in Society: BIO __1201 (3 s.h.), __1202 (3 s.h.), and __1203 (2 s.h.) or (for transfer credit) BIO __1201 (3 s.h.)/1204 (1 s.h.) and __1202 (3 s.h.)/1205 (1 s.h.)

The Blue Planet: take both: GES __1104 (4 s.h.) and __1105 (4 s.h.)

* Chemistry Connections to Our Changing World: take both: CHE __1101 (3 s.h.)/1110 (1 s.h.) and __1102 (3 s.h.)/1120 (1 s.h.)

Global Environmental Change: choose 2 from: __BIO 1103 (4 s.h.), __GHY 1011 (4 s.h.), __GHY 1012 (4 s.h.), __GES 1103 (4 s.h.), __GES 1104 (4 s.h.)

* How Things Work: take both: PHY __1101 (4 s.h.) and __1102 (4 s.h.)

Life, Earth and Evolution: take both: __ANT 1430 (4 s.h.) and __GES 1102 (4 s.h.)

* The Physics of Our Technological World: take both: PHY __1103 (4 s.h.) and __1104 (4 s.h.)

Physics of Self Expression: choose 2 from: PHY __1101 (4 s.h.), __1812 (4 s.h.), and __1814 (4 s.h.)

* Physics with Calculus: take both: PHY __1150 (5 s.h.) and __1151 (5 s.h.)

Restless Planet: Earth, Environment and Evolution: choose 2 from: GES __1101 (4 s.h.), __1102 (4 s.h.), and __1103 (4 s.h.)

* Voyages Through the Cosmos: take both: AST __1001 (4 s.h.) and __1002 (4 s.h.)

NOTE: A 1 hour lab option may be available for students who have transferred in a 3 hour science lecture course. Please contact the Office of General Education at (928) 262-2028 or gened@appstate.edu for more information.

DESIGNATIONS (3 s.h. of each required); may be taken in Integrative Learning Experience or Liberal Studies Experience:

___ Fine Arts (FA), ___ Historical Studies (HS), ___ Literary Studies (LS), ___ Social Science (SS)

INTEGRATIVE LEARNING EXPERIENCE: Complete 9 semester hours from a single theme. Students must take courses from at least two discipline prefixes in the chosen theme with the exceptions of "Appalachian Mountains: Community, Culture, and Land" and "Experiencing Inquiry: How to Ask Questions." All courses are 3 semester hours.

- American Culture: Past and Present:** ___ANT 2235 (SS), ___COM 3130, ___ENG 2120 (LS), ___GHY 3016 (SS), ___HIS 2525 (HS), ___HIS/REL 3110, ___IDS 2000, ___S W 2020 (SS)
- Appalachian Mountains: Community, Culture, and Land:** ___A S/MUS 2016 (FA), ___A S 2200 (LS), ___A S/GES 2301, ___A S 2411 (SS), ___A S 3000, ___HIS 3726 (HS), ___SOC 3710 (SS)
- Cultivating Creative Expression:** ___ART 2022 (FA), ___ENG 2360 (LS), ___MUS 2022 (FA), ___THR 2022 (FA)
- Experiencing Inquiry: How to Ask Questions:** ___WRC 2201 (LS), ___WRC 2202 (HS), ___WRC 3000 (SS), ___WRC 3203 (FA)
- Expressions of Culture:** ___COM 2124 (SS), ___DAN 2020 (FA), ___DAN 2030 (FA), ___HIS/IDS 3340 (HS), ___LLC 2050, ___THR 2020 (FA)
- From Empire to Globalization:** ___ANT 1415 (SS), ___ANT 2340 (SS), ___ENG 2040 (LS), ___GWS 2525, ___GHY 3017 (SS), ___GLS 2000, ___HIS 1400 (HS), ___P S 2120
- How We Know What We Know About the Past: Method, Evidence, Knowledge:** ___ANT 1420 (SS), ___ANT 1425 (SS), ___GHY 3005 (SS), ___GES 1842, ___HIS 2312 (HS), ___HIS 2320 (HS), ___LLC 2045 (LS), ___PLN 3730 (SS)
- How We Tell Stories:** ___C I/ITC 2010, ___ENG 2170, ___IDS 2211, ___LLC 2025 (LS), ___PHL 1502, ___REL 2020 (LS), ___THR 2005 (FA), ___THR 3640 (FA)
- The Human-Animal Bond:** ___ENG 2430 (LS), ___ENG/S D 3715 (LS), ___GHY 2200 (SS), ___GLS 3580, ___HIS 2150 (HS), ___PHL 2010, ___WRC 2100
- Imagination, Innovation, and Meaning:** ___ANT 2440 (SS), ___DAN 2010 (FA), ___HIS 1110 (HS), ___MUS 2018 (FA), ___PHL 2013, ___THR 2010 (FA)
- Intersections: Race, Class, and Gender:** ___ANT 2420 (SS), ___ENG 2130 (LS), ___GWS 2421, ___MUS 2023 (FA), ___PHL 3050, ___P S 3410, ___SOC 2050 (SS), ___S W 2615
- Las Américas:** ___ANT 2300 (SS), ___GHY 3014 (SS), ___GLS 3020 (HS), ___HIS 2301 (HS), ___HIS 2302 (HS), ___LLC 2040 (LS), ___REL 3100, ___WRC 2400 (FA)
- Revolutions: Social and Political:** ___ART 2019 (FA), ___GHY 2700 (SS), ___HIS 1501 (HS), ___HIS 2340 (HS), ___MUS 2015 (FA), ___PHL 3030, ___SOC 1100 (SS), ___THR 2017 (FA)
- Social Relations Across Contexts:** ___COM 2121, ___GHY 3230 (SS), ___HIS 1120 (HS), ___PLN 3040 (SS), ___PSY 2100, ___PSY 2213 (SS), ___SOC 1110 (SS)
- Sustainability and Global Resources:** ___FCS 2110, ___FER 1000, ___GHY 1010, ___IDS 3010, ___PHL 2015, ___PHY 1830, ___S D 2400, ___TEC 2029 (SS)
- War and Peace:** ___ANT 2222 (SS), ___GLS/JHP 2350, ___HIS/JHP 2300, ___HIS 3150 (HS), ___HIS 3823 (HS), ___P S 4225 (SS), ___REL 3170, ___SOC 3800 (SS)

LIBERAL STUDIES EXPERIENCE: Complete 12 semester hours from at least three discipline prefixes. Unless otherwise indicated, all courses are 3 semester hours.

- Anthropology (ANT): ___2100 (SS), ___2400 (SS), ___2430 (SS), ___2700 (SS), ___2800 (SS)
- Appalachian Studies (A S): ___2020, ___2025
- Apparel Design and Merchandising (ADM): ___1000 (SS)
- Arabic (ARB): ___1050
- Art (ART): ___2011 (FA), ___2016 (FA)
- Art History (ARH): ___2030 (FA), ___2130 (FA)
- Astronomy (AST): ___1050
- Career and Technical Education (CTE): ___1590
- Chinese (CHN): ___1050
- Commercial Photography (PHO): ___2032
- Communication (COM): ___2105, ___3300, ___3315
- Criminal Justice (CJ): ___3450 (SS)
- Curriculum & Instruction (CI): ___C I/R M 2000
- Dance (DAN): ___1431 (FA), ___2800 (FA), ___3430 (FA), ___3435 (FA), ___3445 (FA)
- Economics (ECO): ___2030 (SS), ___2040 (SS), ___2620 (SS)
- English (ENG): ___1500, ___2030 (LS), ___2050 (LS), ___2060 (LS), ___2070 (LS), ___2175, ___2190 (LS), ___2350 (LS), ___ENG/JHP 3712 (LS)
- Family & Child Studies (FCS): ___2103 (SS), ___2111
- Finance (FIN): ___2860
- French (FRE): ___1050 OR ___1060 (3 of 6 s.h. count in General Education)
- Gender, Women's, and Sexuality Studies (GWS): ___2600
- Geography (GHY): ___1020 (SS), ___1040 (SS), ___2300 (SS), ___3013 (SS)
- German (GER): ___1050 OR ___1060 (3 of 6 s.h. count in General Education)
- History (HIS): ___1101 (HS), ___1102 (HS), ___1130, ___1200 (HS), ___1700, ___HIS/WRC 3210, ___3350 (HS), ___3728 (HS)
- Honors College (HON) (restricted to HON students): ___2515, ___3515
- Industrial Design (IND): ___1401 (FA)
- Interdisciplinary Studies (IDS): ___3025, ___3250
- Interior Design (INT): ___1300 (FA)
- Japanese (JPN): ___1050
- Judaic, Holocaust, and Peace Studies (JHP): ___JHP/REL 2110 (HS), ___JHP/ENG 3712 (LS)
- Languages, Literatures, and Cultures (LLC): ___LLC/WRC 2030, ___3430 (LS)
- Latin (LAT): ___1050
- Music (MUS): ___2011 (FA), ___2014 (FA), ___2017 (FA)** , ___2025 (FA), ___2052, ___2611 (HS) (2 s.h.), ___2612 (HS) (2 s.h.), ___2613, ___2616 (FA), ___3611 (HS) (2 s.h.)
- Nutrition (NUT): ___2351 (SS)
- Philosophy (PHL): ___1000, ___1100, ___1501, ___1503, ___2000, ___3000 (HS), ___3013, ___3015, ___3020, ___3200 (HS), ___3550, ___3600
- Physics (PHY): ___1600, ___2220
- Planning (PLN): ___2410 (SS)
- Political Science (P S): ___1100 (SS), ___1200 (SS), ___2130 (SS)
- Portuguese (POR): ___1050
- Psychology (PSY): ___1200 (SS), ___3010
- Public Health (P H): ___2000 (SS)
- Recreation Management (R M): ___R M/C I 2000, ___2100 (SS), ___2140 (HS)
- Religious Studies (REL): ___1010 (LS), ___1100 (SS), ___1110, ___1120, ___2010 (LS), ___2030 (LS), ___REL/JHP 2110 (HS), ___2120 (HS), ___2130, ___2150 (HS), ___2180
- Russian (RSN): ___1050
- Sociology (SOC): ___1000 (SS), ___2020 (SS), ___2850 (SS), ___3100 (SS)
- Somatic Sustainability (SSU): ___2460
- Spanish (SNH): ___1050 OR ___1060 (3 of 6 s.h. count in General Education)
- Technology (TEC): ___2601
- Theatre (THR): ___2025 (FA)** , ___2030 (FA), ___2300 (FA), ___2610 (FA), ___3730 (FA)
- Watauga Residential College (WRC): ___1104 (6 s.h.) (Restricted to WRC students), ___WRC/LLC 2030, ___2403 (LS), ___2405, ___WRC/HIS 3210, ___3401 (LS), ___3403 (FA), ___3665 (LS)
- **A student may use either MUS 2017 or THR 2025, but not both, to meet General Education requirements.

Appendix 2.4: Proposed General Education Program of Study

APPALACHIAN STATE UNIVERSITY GENERAL EDUCATION 202X-202X (41 Semester Hours) Updated X/X/202X

THE APPALACHIAN EXPERIENCE

<http://generaleducation.appstate.edu>

FIRST YEAR SEMINAR

__UCO 1200, HON 1515, or WRC 1103 (3 of 6 s.h. will count here) or __UCO MET* (0 s.h.)

*open to students who: 1. graduated from high school at least one year prior to entering Appalachian, 2. are classified as transfer students by Admissions, AND 3. have earned at least 24 transferable semester credit hours at postsecondary institutions prior to entering Appalachian. Credit by exam or for life or military experience is excluded from the 24 semester credit hours. Students whose First Year Seminar requirement in General Education is waived may have three fewer semester credit hours of General Education.

WRITING ACROSS THE CURRICULUM (6 s.h. required)

__R C 1000, LLC 1000, or WRC 1103 (3 of 6 s.h. will count here)

__R C 2001 or WRC 2001

MAJOR REQUIREMENTS (hours count in major requirements)

__Junior Writing in the Discipline ("WID" on major Program of Study)

__Senior Capstone Experience ("CAP" on major Program of Study)

WELLNESS LITERACY (2 s.h. required)

Choose from the following:

1 s.h. courses: __P E 1530-1549, P E 1700-1877

2 s.h. courses: __DAN 1405, 1410, 1420, 1430, 2405, 2410, 2420, or 2430, __HPE 1000, __MSL 1101, __P H 1105, __SSU 2280, 2480, 2580, or 4580

3 s.h. courses (additional hour may count as elective):

__DAN 4460, __HPE 4320, __NUT 2202, __P E 1718

QUANTITATIVE LITERACY (4 s.h. required)

4 s.h. courses (These courses fully complete this requirement.): __C S 2435, __MAT 1010, 1020, or 1110, __STT 2820, __WRC 1010

3 s.h. courses (These courses count toward, but do not fully complete, this requirement.):

__ECO 2100 or 2200, __MAT 1035, __STT 1810, 2810, or 3820

1 s.h. courses (for students who transfer 3 s.h. of QL coursework): __MAT 1005, __STT 1805 (not open to students with other STT credit)

NOTE: If you have transferred 3 hours of QL coursework, please check with your advisor to see if your intended major or minor requires a course which can count for the final QL hour.

SCIENCE INQUIRY requires 8 semester hours from one theme (underlined). Courses in themes marked with an * must be taken sequentially. Check the course descriptions for any pre- and/or co-requisites.

Biology in Society: BIO __1201 (3 s.h.), __1202 (3 s.h.), and __1203 (2 s.h.) or (for transfer credit) BIO __1201 (3 s.h.)/1204 (1 s.h.) and __1202 (3 s.h.)/1205 (1 s.h.)

The Blue Planet: take both: GES __1104 (4 s.h.) and __1105 (4 s.h.)

* **Chemistry Connections to Our Changing World:** take both: CHE __1101 (3 s.h.)/1110 (1 s.h.) and __1102 (3 s.h.)/1120 (1 s.h.)

* **How Things Work:** take both: PHY __1101 (4 s.h.) and __1102 (4 s.h.)

* **The Physics of Our Technological World:** take both: PHY __1103 (4 s.h.) and __1104 (4 s.h.)

* **Physics with Calculus:** take both: PHY __1150 (5 s.h.) and __1151 (5 s.h.)

Restless Planet: Earth, Environment and Evolution: choose 2 from: GES __1101 (4 s.h.), __1102 (4 s.h.), and __1103 (4 s.h.)

* **Voyages Through the Cosmos:** take both: AST __1001 (4 s.h.) and __1002 (4 s.h.)

Exploring Science: choose 2 from: __ANT 1430 (4 s.h.), __BIO 1103 (4 s.h.), __GHY 1011 (4 s.h.), __GHY 1012 (4 s.h.), __PHY 1101 (4 s.h.), __PHY 1812 (4 s.h.), and __PHY 1814 (4 s.h.)

NOTE: A 1 hour lab option may be available for students who have transferred in a 3 hour science lecture course. Please contact the Office of General Education at (828) 262-2028 or gened@appstate.edu for more information.

Complete 18 semester hours from the following lists of classes. A minimum of 1 class must be picked from each of the 3 categories that represent the fundamental identity of an Appalachian education. Students must also compete at least 3 hours in each of the following designations:

___ Fine Arts (FA), ___ Historical Studies (HS), ___ Literary Studies (LS), ___ Social Science (SS)

SUSTAINABILITY & CLIMATE LITERACY (SCL): Complete at a minimum 3 semester hours from this category.

INTERCULTURAL LITERACY (ICL): Complete at a minimum 3 semester hours from this category.

HUMANITY AND ITS SYSTEMS (HUM): Complete at a minimum 3 semester hours from this category.

Appendix 2.5: Existing General Education Curricular Components and Requirements

GENERAL EDUCATION 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 appropriate 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:

- d. 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.
- e. 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.
- f. The course will encourage the development of 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.

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 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 (ILE)

The Integrative Learning Experience gives students the opportunity to study a focused, thematic topic from multiple disciplinary perspectives. Each student chooses one theme and completes nine semester hours of coursework from at least two different disciplines within that theme. Each instructor within a theme examines their thematic topic using the distinct knowledge and methodology of their discipline, but also connects their course content to the other disciplines in the theme. Each instructor also helps students develop greater competency in one or more of the four General Education goal areas: Thinking Critically and Creatively; Communicating Effectively; Making Local to Global Connections; and Understanding Responsibilities of Community Membership. The goal of this multidisciplinary structure is to help students develop the intellectual habits of seeking out diverse perspectives on issues or problems and integrating a variety of information into their decision-making and creative processes.

A course in the Integrative Learning Experience Component will indicate which ILE theme it is participating in and explain in some detail how it integrates the thematic topic into the course.

Liberal Studies Experience (LSE)

The Liberal Studies Experience gives students an opportunity to explore several disciplines from across the campus. Each student chooses 12 semester hours of courses from at least three disciplines. Each instructor helps students develop greater competency in one or more of the four General Education goal areas: Thinking Critically and Creatively; Communicating Effectively; Making Local to Global Connections; and Understanding Responsibilities of Community Membership. The goal of the Liberal Studies Experience is to provide students with a broad and varied curriculum where they can explore many different perspectives on the human experience.

DESIGNATIONS:

Designations are only applicable to courses that are part of the Integrative Learning Experience (ILE) or Liberal Studies Experience (LSE). 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 subject matter will be primarily literary texts.
- d. The course will focus on the interpretation of the content, rhetoric, and/or aesthetics of literary texts.
- e. The course will emphasize the study of historical, social, political, and cultural contexts focusing primarily on the understanding of literature.

Social Science (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.
- b. The course will examine or utilize the methods of scientific inquiry that guide the social/behavioral sciences.
- c. The course will include a critical assessment of the nature, scope, and limits of the social/behavioral sciences.

Appendix 2.6: Proposed General Education Curricular Components and Requirements

GENERAL EDUCATION 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 appropriate 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 count for only one curricular component listed in this section.

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:

- d. 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.
- e. 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.
- f. The course will encourage the development of 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 they are integrated into their particular theme. In addition, courses are 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.

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 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.

Sustainability/Climate Literacy (SCL)

Sustainability/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 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)

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: Sustainability and Climate Literacy (SCL); Intercultural Literacy (ICL); and Humanity and Its Systems (HUM). 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 subject matter will be primarily literary texts.
- d. The course will focus on the interpretation of the content, rhetoric, and/or aesthetics of literary texts.
- e. The course will emphasize the study of historical, social, political, and cultural contexts focusing primarily on the understanding of literature.

Social Science (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.
- d. The course will examine or utilize the methods of scientific inquiry that guide the social/behavioral sciences.
- e. The course will include a critical assessment of the nature, scope, and limits of the social/behavioral sciences

Appendix 3: Public Schools of North Carolina State Board of Education / Department of Public Instruction Standards for Economics and Personal Finance

Social Studies

Economics and Personal Finance

NCDPI State Course Code - 4319

NORTH CAROLINA STANDARDS FOR ECONOMICS AND PERSONAL FINANCE

The standards and objectives in the *Economics and Personal Finance* course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready.

The North Carolina Department of Public Instruction (NCDPI) and the State Board of Education (SBE) supports the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course has been legislated by N.C. Session Law 2019-82, House Bill 924. Because the study of economics and personal finance is an integral part of the learning progression of each course, kindergarten through high school, this course expects students to enter possessing a fundamental knowledge and understanding of the basic principles of economics and money management. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own financial literacy. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

These standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (LEA) or school. The standards for this course have been developed to serve as the framework which will guide each LEA in the development of the curriculum for their standard and honors level courses for Economics and Personal Finance. The standards of this course are conceptual in nature and have been organized around five strands.

E-Economics, IE-Income and Education, MCM-Money and Credit Management, FP-Financial Planning, CC-Critical Consumerism

Economics (E)

Standard

EPF.E.1 Understand economies, markets, and the role economic factors play in making economic decisions.

EPF.E.2 Analyze the role of government and economic institutions in developing and implementing economic stabilization policies in the U.S.

EPF.E.3 Understand the role of government in a market economy.

EPF.E.4 Understand factors of economic interdependence and their impact on nations.

Objectives

EPF.E.1.1 Compare how individuals and governments utilize scarce resources in traditional, command, market, and mixed economies.

EPF.E.1.2 Distinguish market structures in terms of economic characteristics and the roles they play in decision-making and opportunity costs.

EPF.E.1.3 Explain how supply and demand determine equilibrium price and quantity produced

EPF.E.1.4 Compare the ways in which incentives and profits influence what is produced and distributed in a market system.

EPF.E.2.1 Summarize basic macroeconomic indicators and how they vary over the course of a business cycle.

EPF.E.2.2 Summarize basic microeconomic indicators and how they vary over the course of a business cycle.

EPF.E.2.3 Explain how fiscal policy and monetary policy influence overall levels of employment, interest rates, production, price level, and economic growth.

EPF.E.2.4 Differentiate organizations in terms of their roles and functions in the United States economy.

EPF.E.3.1 Identify the role the government plays in providing a legal structure to protect property rights and enforce contracts.

EPF.E.3.2 Explain how government regulation impacts market activity.

EPF.E.3.3 Explain how taxes and fees fund government goods and services.

EPF.E.4.1 Explain the impact of trade on the interdependence between nations.

EPF.E.4.2 Explain how North Carolina contributes to and benefits from the United States and world economies

E-Economics, IE-Income and Education, MCM-Money and Credit Management, FP-Financial Planning, CC-Critical Consumerism

Income and Education (IE)

Standard

EPF.IE.1 Analyze the relationship between education, income, career, and desired lifestyle.

EPF.IE.2 Understand the purpose and function of taxes and the impact on income.

Objectives

EPF.IE.1.1 Explain how education, income, career, and life choices impact an individual's financial plan and goals.

EPF.IE.1.2 Differentiate career and education options after high school in terms of desired lifestyle.

EPF.IE.1.3 Identify the costs of postsecondary education and the potential increase in income from a career of choice.

EPF.IE.1.4 Compare strategies which can minimize the costs of postsecondary education.

EPF.IE.1.5 Summarize various types of income.

EPF.IE.2.1 Explain how payroll deductions modify an employee's disposable income.

EPF.IE.2.2 Identify the types and purposes of local, state, and federal taxes and the way each is levied and used.

EPF.IE.2.3 Implement appropriate computations and procedures to prepare a federal or state tax form.

E-Economics, IE-Income and Education, MCM-Money and Credit Management, FP-Financial Planning, CC-Critical Consumerism

Critical Consumerism (CC)

Standard

EPF.CC.1 Understand factors associated with consumer decision making.

EPF.CC.2 Understand the rights and responsibilities of buyers and sellers under consumer protection laws.

Objectives

EPF.CC.1.1 Explain how advertising, social media, and business practices impact consumer decisions.

EPF.CC.1.2 Identify information, reviews, and reports consumers use to make financial decisions.

EPF.CC.1.3 Explain how consumer-driven decisions impact the economy

EPF.CC.2.1 Explain how consumer protection laws contribute to the empowerment of the individual.

EPF.CC.2.2 Summarize various types of fraudulent solicitation and business practices.

EPF.CC.2.3 Summarize ways consumers can protect themselves from fraudulent and deceptive practices.

E-Economics, IE-Income and Education, MCM-Money and Credit Management, FP-Financial Planning, CC-Critical Consumerism

Money and Credit Management (MCM)

Standard

EPF.MCM.1 Understand money management skills and strategies.

EPF.MCM.2 Understand the purposes and services of financial institutions.

EPF.MCM.3 Understand the concepts and factors that enable individuals to make informed financial decisions for effective resource planning and money management.

Objectives

EPF.MCM.1.1 Explain how fiscally responsible individuals create and manage a spending plan.

EPF.MCM.1.2 Critique income and spending plans in terms of age, individual needs, and available resources.

EPF.MCM.1.3 Compare the costs and benefits of renting, leasing, or owning.

EPF.MCM.1.4 Compare various types of mortgages

EPF.MCM.2.1 Design a plan that uses the services of various financial institutions to meet financial goals.

EPF.MCM.2.2 Explain how interest and fees impact spending, debt, and savings.

EPF.MCM.2.3 Compare costs and benefits of cash, debit, payment applications, and credit card transactions in terms of interest rates, fees, penalties, costs, and benefits.

EPF.MCM.3.1 Compare credit sources and services.

EPF.MCM.3.2 Explain how debt management and creditworthiness impact an individual's ability to become a responsible consumer and borrower.

EPF.MCM.3.3 Summarize the advantages and disadvantages of debt.

EPF.MCM.3.4 Classify the various types of insurance and estate planning including the benefits and consequences.

E-Economics, IE-Income and Education, MCM-Money and Credit Management, FP-Financial Planning, CC-Critical Consumerism

Financial Planning (FP)

Standard

EPF.FP.1 Understand the value and planning processes associated with saving and investing.

Objectives

EPF.FP.1.1 Compare various investing strategies and tax implications for their potential to build wealth.

EPF.FP.1.2 Identify factors (i.e. income, budget, cost of living experiences) that influence financial planning.

EPF.FP.1.3 Summarize the role of philanthropy, volunteer services, businesses, and nonprofits in community development and quality of life.

Appendix 4: 2019 North Carolina General Statutes, Chapter 115C - Elementary and Secondary Education, Article 8 - General Education. § 115C-81.65 - Financial literacy.

§ 115C-81.65. Financial literacy.

(a) Instruction shall be provided in personal financial literacy for all students. In addition to the requirements in subsection (b) of this section, the State Board of Education shall determine the other components of personal financial literacy that will be covered in the curriculum.

(b) (Applicable to students entering the ninth grade for years other than the 2020-2021 school year) Each student shall receive personal financial literacy instruction that shall include:

- (1) The true cost of credit.
- (2) Choosing and managing a credit card.
- (3) Borrowing money for an automobile or other large purchase.
- (4) Home mortgages.
- (5) Credit scoring and credit reports.
- (6) Other relevant financial literacy issues.

(b) (Applicable to students entering the ninth grade in the 2020-2021 school year) The State Board of Education shall require during the high school years the teaching of a full-credit course focused solely on Economics and Personal Finance (EPF). A passing grade in the course shall be required for graduation from high school. The content of the course shall, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education. The EPF course shall provide instruction on economic principles and shall provide personal financial literacy instruction that shall include, at a minimum, the following:

- (1) The true cost of credit.
- (2) Choosing and managing a credit card.
- (3) Borrowing money for an automobile or other large purchase.
- (4) Home mortgages.
- (5) Credit scoring and credit reports.
- (5a) Planning and paying for postsecondary education.
- (6) Other relevant financial literacy issues.

(c) The State Board of Education shall require that EPF teachers receive the professional development necessary to ensure that the intent and provisions of this section are carried out. To the extent funds are made available for this purpose, the State Board of Education shall require the employing entity to make available to EPF teachers and prospective EPF teachers the EPF professional development course provided by the North Carolina Council on Economic Education (NCCEE). When practicable, teachers shall complete the EPF professional development course prior to teaching the EPF course in public schools. If necessary, teachers may begin teaching the EPF course in public schools while awaiting the next possible opportunity to complete a session of the EPF professional development course. To the extent possible, the EPF professional development course shall be taken at the NCCEE-approved location most conveniently located to the local school administrative unit. (2017-126, s. 5; 2019-82, s. 2(a).)