

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 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: 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 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 (828) 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 3158 (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
- Judic, 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)
- Watuga 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 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 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 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