

MINUTES OF THE MEETING
OF THE UNDERGRADUATE ACADEMIC POLICIES AND PROCEDURES COMMITTEE
May 3, 2023

The Undergraduate AP&P Committee met on Wednesday, May 3, 2023 at 3:00 p.m. via Zoom.

Committee members present: Dr. Whitney Bevill, Dr. Shannon Cline, Dr. Jeff Hirst, Dr. Susan Lappan, Dr. Jamie Levine, Dr. Stephen McCreery, Dr. Courtney McGahee, Dr. Jason Miller, Dr. Tanga Mohr, Dr. Lisa Poling, Dr. Manan Roy, Dr. Katy Strand, Dr. Teressa Sumrall

Committee members excused: Dr. Steve Leon

Committee members not excused: Mr. Nick Siringo, Mr. Jackson Davis

At 3:02 p.m. quorum was met and Dr. Jeff Hirst called the meeting to order and welcomed the members.

Approval of Minutes

- January 18, 2023
- February 1, 2023

Vote 1 – To approve the January and February minutes - APPROVED

Subcommittees

- AP&P Joint Subcommittee recommended changes to the AP&P form. The recommendations are at the end of the minutes.

Vote 2 – To approve the recommendations from the AP&P Joint Subcommittee - APPROVED

Announcements/FIOs

- FIO - The General Education Council met on March 31, 2023. The memo of actions is at the end of the minutes.
- FIO – The General Education Council met on April 28, 2023. The memo of actions is at the end of the minutes.
- FIO - Semester Offerings Changes - None

New Business (Total 8)

University College (3)
Deans Council (1)
College of Fine and Applied Arts (4)

The proposals from University College were approved as follows:

**U_UC_2022_1

Revise the General Education curriculum. The proposed program of study and Bulletin copy is at the end of the minutes.

Effective: Fall 2025

**U_UC_2022_2

Revise the General Education governance structure.

Effective: Fall 2023

- Eliminate Integrative learning Experience (ILE) Faculty Coordinating Committee
- Create Sustainability and Climate Literacy (SCL) FCC with a minimum of three members
- Create Intercultural Literacy (ICL) FCC with a minimum of three members
- Rename Liberal Studies Experience (LSE) FCC as Humanity and Its Systems (HUM) FCC and maintain current membership and terms
- Continue to strive for FCC membership to include representation from departments and colleges offering courses in that curricular component
- Reiterate the existing policy that no FCC shall have a majority of members from one department

**U_UC_2022_3

Revise the AP&P General Education proposal form Part C. The revised form is at the end of the minutes.

Effective: Fall 2023

Vote 3 – To approve the proposals from the University College - APPROVED

The proposal from Deans Council was approved as follows:

**U_DC_2022_3

Delete the graduation requirement that states: All baccalaureate degrees granted by Appalachian require the completion of a minimum of 50 semester hours at a senior college or university. (Note that credit awarded for credit by exam, military service, or “Life Experience” does not count as part of the required 50 hours.)

The programs of study and Four-Year Guides affected are at the end of the minutes.

Effective: Fall 2023

Vote 4 – To approve the proposal from Deans Council - APPROVED

The proposals from the College of Fine and Applied Arts were approved as follows:

Department of Theatre and Dance (4)

U_FAA_TD_2022_9

Change the course number and description of **THR 3857** [DELETE THR 3857 and ADD THR 2856] to read as follows:

THR 2856 - Teaching Theatre, K-5 (2)

When Offered: Fall, Odd-numbered years.

Introductory methods for using creative drama in the K-5 classroom and other settings. This course aids the potential K-5 teacher in using drama as a teaching tool, and it includes practical experience in the classroom. A minimum grade of “C” (2.0) is required in this course for students pursuing the Teacher Education for Theatre Arts minor. Elementary Education majors are required to take THR 2857 as a corequisite.

Prerequisite: EDU 2000 or permission of the instructor.

THR 3857 and THR 2856 are equivalent.

POS affected: 438, 441A

U_FAA_TD_2022_10

Change the course number and description of **THR 3858** [DELETE THR 3858 and ADD THR 2857] to read as follows:

THR 2857 - Theatre Pedagogy Practicum (1)

When Offered: Fall, Odd-numbered years.

This course is a supervised teaching experience that applied pedagogical concepts learned in theatre education courses. Students implement lesson plans focusing on teaching and learning for children and youth, ages 5-18, through creative drama and theatre. Elementary Education majors are required to take THR 2856 as a corequisite.

THR 3858 and THR 2857 are equivalent.

POS affected: 441A

U_FAA_TD_2022_11

Change the course number and prerequisite statement of **THR 4357** [DELETE THR 4357 and ADD THR 3856] to read as follows:

THR 3856 - Teaching Theatre, 6-8 (2)

When Offered: Spring, Even-numbered years.

Advanced methods for using creative drama in the 6-8 classroom and other settings. Research and exploration of current approaches in the creative drama field. Emphasis is placed on the transition from process to product. This course includes practical experience in the classroom. A minimum grade of "C" (2.0) is required in this course for students pursuing the Teacher Education for Theatre Arts minor.

Prerequisite: THR 2856.

THR 4357 and THR 3856 are equivalent.

POS affected: 438

U_FAA_TD_2022_12

Change the course number and prerequisite statement of **THR 3071** [DELETE THR 3071 and ADD THR 4856] to read as follows:

THR 4856 - Teaching Theatre, 9-12 (2)

When Offered: Fall, Even-numbered years.

Methods for teaching theatre in the 9-12 classroom. This course includes strategies, organization and administration for classroom and production activities in theatre arts. Experiences include developing lesson plans and actual high school teaching experience. It is strongly advised that all requirements for licensure (except student teaching) be completed prior to taking this methods course. A minimum grade of "C" (2.0) is required in this course for students pursuing the Teacher Education for Theatre Arts minor.

Prerequisite: THR 3856.

THR 3071 and THR 4856 are equivalent.

Course affected: THR 3901

POS affected: 438

Vote 5 – To approve the proposals from the Department of Theatre and Dance - APPROVED

Old Business

Other

Adjournment

Vote 6 – To approve the motion to adjourn the meeting – APPROVED

The recommendations from the May 3, 2023 Undergraduate Academic Policies and Procedures Committee meeting are approved.

Heather Norris

5/11/2023

Heather Hulburt Norris

Date

Provost and Executive Vice Chancellor

PROPOSED APP FORM CHANGES

Action Requested: Change selected text and ordering of the questions on APP forms A and B. Add new directions for key proposal action types as separate files on the site where proposal forms are downloaded.

Rationale: The UAPP and GAPP are still receiving forms for which one or more of the following issues remain:

- Not all reviews and/or approvals have been obtained prior to the APP meeting.
- Some information is missing or incorrect on the form, often due to a misunderstanding of the question.

Changes requested:

1. Form A Page 1, Items 3 and 4: Clarify the wording.

Offices consulted: Academic Affairs, School of Graduate Studies.

Current:

3. For additions/changes to courses:
 - a. List the current Bulletin copy (including dual- or cross-listed information, if applicable). Attach a separate sheet if more space is needed.
 - b. List the proposed Bulletin copy (including dual- or cross-listed information, if applicable). Attach a separate sheet if more space is needed.
4. Attachments: For additions/changes to programs of study or policy, attach marked up program of study or Bulletin copy showing revisions. For new courses, attach syllabus.

Proposed:

3. Course additions, deletions or changes.

- a. Current Bulletin copy:
- b. Proposed Bulletin copy; be sure to include all prerequisites:

4. Required Attachments:

- For changes to existing programs of study or policies: marked up current Bulletin copy showing revisions.
- For new programs of study or policies: proposed bulletin copy and AP&P Form B.
- For new courses: a syllabus and AP&P Form B.

2. Form A Page 2, Items 5, 6, 7: Change the order of the approval items and revise the wording for the question on committee approval.

Offices consulted: Academic Affairs, School of Graduate Studies.

Current:

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

| Area | Action | | | Date of Action m/d/yyyy |
|--|--------------------------|--------------------------|--------------------------|----------------------------|
| | approved | not approved | not applicable | |
| Department/Program Faculty (undergraduate) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Department Graduate Faculty (graduate) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| College Council(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| General Education Council | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Professional Education Council | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Departmental Honors Program Council | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Honors College Council | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Undergraduate Academic Policies & Procedures Committee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Graduate Academic Policies & Procedures Committee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

6. Contact and share proposal with the Registrar's Office and (for graduate proposals) Graduate School early in the proposal development.

| Area | Person Contacted | Review Comments | Date of Comments m/d/yyyy |
|--------------------|------------------|-----------------|------------------------------|
| Registrar's Office | | | |
| Graduate School | | | |

7. For Course and Program of Study Changes and additions:

a. search the current online bulletin for courses and programs of study affected by this proposed change, including any in your own department. List each course and program in the appropriate table below or, if applicable, choose none. Attach a separate list if necessary.

| None <input type="checkbox"/> | Course(s) Affected (number & title) | None <input type="checkbox"/> | Program(s) Of Study Affected (program code & title) |
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b. List all affected department chairs/program directors (including those from 7a as well as those whose programs may be impacted in ways other than listed above) who have been consulted in the development of this proposal and their response in support or opposition to the proposal. Use of another unit's course requires approval from that unit.

| Name | Department/Program | Response | Date of Response m/d/yyyy |
|------|--------------------|----------|------------------------------|
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Proposed:

5. Contact and share the proposal with the Registrar's Office and (for graduate proposals) the Graduate School early in the proposal development.

| Area | Person Contacted | Review Comments | Date of Comments m/d/yyyy |
|--------------------|------------------|-----------------|------------------------------|
| Registrar's Office | | | |
| Graduate School | | | |

6. Course and Program of Study Changes and Additions:

a. search the current online bulletin for courses and programs of study affected by this proposed change, including any in your own department. List each course and program in the appropriate table below or, if applicable, choose none. Attach a separate list if necessary.

| None <input type="checkbox"/> | Course(s) Affected (number & title) | None <input type="checkbox"/> | Program(s) Of Study Affected (program code & title) |
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b. List all affected **department chairs/program directors** (including those from 6a as well as those whose programs may be impacted in ways other than listed above) who have been consulted in the development of this proposal and their response in support or opposition to the proposal. Use of another unit's course requires approval from that unit.

| Name | Department/Program | Response | Date of Response m/d/yyyy |
|------|--------------------|----------|------------------------------|
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7. List the **committees, councils, and other groups** that have considered this proposal; the action taken; and the date that action was taken. **For courses or programs administered by multiple departments and/or colleges (cross-listed, dual degree, etc.), use the blank lines to record actions for all impacted units. Note that all of the above consultations should occur before submission to the school or college council.**

| Area | Action | | | Date of Action m/d/yyyy |
|--|--------------------------|--------------------------|--------------------------|----------------------------|
| | approved | not approved | not applicable | |
| Department/Program Faculty (undergraduate) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Department Graduate Faculty (graduate) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| College Council(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| General Education Council | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Professional Education Council | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Departmental Honors Program Council | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Honors College Council | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Undergraduate Academic Policies & Procedures Committee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Graduate Academic Policies & Procedures Committee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Note: additional rows will also be added to the table.

3. Form A Page 3: Revise the wording on questions 9-13.

Offices consulted: Academic Affairs, School of Graduate Studies, General Education, General Council, SACSCOC Liaison, Conference and Event Services, Site Management and State Authorization.

Current:

- 9. If changing a course number or adding a course, is the proposed course equivalent to an existing course in Banner?
- 10. Is this a General Education course? If yes, consult the office of General Education. (Note: If requesting general education credit, you must submit Part C of the AP&P proposal form to the Office of General Education.)
- 11. a. Does this proposal affect a course or requirement of an AppState Online or Distance Education program? If yes, what is the mode of delivery? fully online or site-based (includes hybrid)? If yes, contact AppState Online (online@appstate.edu) and Site Management and State Authorization (stateauthorization@appstate.edu). List the date, the person(s) contacted, and the response.

12. For new course additions and schedule type revisions, answer the following.

- a. Is this course designated as an Internship (INT), Practicum (PRA), Field Experience (FLD), Clinical (CLN), or Student teaching (ST)? (If Yes, stop here. If No, complete part (b).)
- b. Will students be applying their skills in an experiential manner such as providing professional advice to community members or working directly with minors on campus? (If Yes, complete part (c).)
- c. General Counsel should be consulted regarding liability. List the date, the person contacted, and the response.

13. This question only applies to changes or additions to programs leading to a degree or certificate. For other types of proposals check here (n/a ___) and skip the rest of the question. Additional accreditation documentation is required when the quantity of new content in a program results in a significant departure from the institution's existing offerings. Does the new or changed program include new content not previously offered? What percent is new?

Check one of: (0-24% ___) (25-49% ___) (50%+ ___). If 25% or above, please contact the SACSCOC liaison and list the response and date here.

Proposed:

9. **Course Equivalency.** If changing a course **prefix or** number, or adding a new course, is the proposed course equivalent to an existing course in Banner?

10. **Course designations and compliance requirements.** Please review the following.

a. **General Education.** Check one.

___ The proposal requests the addition of general education credit to a new or existing course. Submit AP&P proposal form part C to the Office of General Education. List date on which Part C was submitted:

___ The proposal impacts an existing general education course. Contact the Office of General Education to determine if other action is needed; indicate the person contacted and the date:

___ Does not apply.

b. **Experiential learning** in courses other than established courses with schedule type: Internship, Practicum, Field Experience, Clinical, or Student Teaching. Check all that apply.

___ The proposal involves a course in which students may provide professional services or advice to community members. Note that in these courses, a person with the appropriate credentials must be assigned supervisory responsibility and the liability insurance student fee may be required. Contact the Office of General Council to determine if other action is needed; indicate the person contacted, their response, and the date:

___ The proposal involves a course in which students will have an opportunity to interact with minors. Note that in these courses, students and instructors may need to complete additional training and provide additional materials. Contact Conference and Event Services; indicate the person contacted, their response, and the date:

___ Does not apply.

c. **Significant changes to content, location or mode of instruction.** Check all that apply.

___ The proposal involves a degree or certificate program that includes the addition of more than 25% new content not offered by any existing programs at the institution. Additional accreditation documentation may be required. Contact the SACSCOC Liaison; indicate the person contacted, their response, and the date:

- The proposal involves a degree or certificate program that includes or increases the amount of online content to 50% or more of the program. Additional accreditation documentation may be required. Contact the SACSCOC Liaison and the Director of State Compliance & Program Operations; indicate the persons contacted, their response, and the date:
- The proposal involves offering a degree or certificate program at a site other than on the main campus, either fully or partially in person. Contact the Director of State Compliance & Program Operations; indicate the person contacted, their response, and the date:
- None of the above.

Academic Policies and Procedures Committees PROPOSAL FORM -- Part A

| | |
|---|---|
| <input type="radio"/> Graduate AP&P | Department/Program Proposal # <input type="text"/> |
| <input type="radio"/> Undergraduate AP&P | Proposed Effective Date: FALL (year) <input type="text"/> |
| <input type="radio"/> Both (Dual-Listed Courses) Submit simultaneously | |

College/Unit: Select: Assoc. Dean: Proposer(s):

Department/Program: Chair:

1. I want to: Select: Briefly describe the action(s) requested:

2. Rationale for this request:

3. Course additions, deletions or changes.

a. Current Bulletin copy:

b. Proposed Bulletin copy:

4. Required Attachments:

- For changes to existing programs of study or policies: marked up current Bulletin copy showing revisions.
- For new programs of study or policies: proposed bulletin copy and AP&P Form B.
- For new courses: a syllabus and AP&P Form B.

AP&P PROPOSAL FORM -- Part A (continued)

5. Contact and share the proposal with the Registrar's Office and (for graduate proposals) the Graduate School early in the proposal development.

| Area | Person Contacted | Review Comment: | Date of Comments m/d/yyyy |
|--------------------|------------------|-----------------|------------------------------|
| Registrar's Office | | | |
| Graduate School | | | |

6. For Course and Program of Study changes and additions:

- a. Please search the current online bulletin for courses and programs of study affected by this proposed change, including any in your own department. List each course and program in the appropriate table below or, if applicable, choose none. Attach a separate list if necessary. (Click here for instructions on searching [Online Bulletin](#))

| None <input type="checkbox"/> | Course(s) Affected (number & title) |
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| None <input type="checkbox"/> | Program(s) Of Study Affected (program code & title) |
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b. List all affected department chairs/program directors (including those from 6a as well as those whose programs may be impacted in ways other than listed above) who have been consulted in the development of this proposal and their response in support or opposition to the proposal. Use of another unit's course requires approval from that unit.

| Name | Department/Program | Response | Date of Response m/d/yyyy |
|------|--------------------|----------|------------------------------|
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7. List the committees, councils, and other groups that have considered this proposal; the action taken; and the date that action was taken. For courses or programs administered by multiple departments and/or colleges (cross-listed, dual-degree, etc.), use the blank lines to record actions for all impacted units. Note that all of the above consultations should occur before submission to the school or college council.

| Area | Action | | | Date of Action m/d/yyyy |
|--|--------------------------|--------------------------|--------------------------|----------------------------|
| | approved | not approved | not applicable | |
| Department/Program Faculty (undergraduate) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Department Graduate Faculty (graduate) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2nd Department (dual-degree or cross-listed) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| College Council(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2nd College Council (dual-degree or cross-listed) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| General Education Council | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Professional Education Council | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Departmental Honors Program Council | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Honors College Council | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Undergraduate Academic Policies & Procedures Committee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Graduate Academic Policies & Procedures Committee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

AP&P PROPOSAL FORM – Part A (continued)

8. If a policy change or deletion is requested, list all units or groups who were consulted in development of this proposal. List the person(s) and date contacted and their response.

9. **Course Equivalence.** If changing a course prefix or number or adding a course, is the proposed course equivalent to an existing course in Banner? yes no n/a (If yes, list the existing and proposed equivalent course below)

| Existing Course | Proposed Course |
|-----------------|-----------------|
|-----------------|-----------------|

10. **Course designations and compliance requirements.** Please review the following.

a. **General Education.** Check one.

The proposal requests the addition of general education credit to a new or existing course. Submit AP&P proposal form Part C to the Office of General Education. List date on which Part C was submitted.

The proposal impacts an existing general education course. Contact the Office of General Education to determine if other action is needed; indicate the person contacted and the date:

Does not apply

b. **Experiential learning** in courses other than established courses with schedule type: Internship, Practicum, Field Experience, Clinical, or Student Teaching. Check all that apply.

The proposal involves a course in which students may provide professional services or advice to community members. Note that in these courses, a person with the appropriate credentials must be assigned supervisory responsibility and the liability insurance student fee may be required. Contact the Office of General Council to determine if other action is needed; indicate the person contacted, their response, and the date:

The proposal involves a course in which students will have an opportunity to interact with minors. Note that in these courses, students and instructors may need to complete additional training and provide additional materials. Contact Conference and Event Services; indicate the person contacted, their response, and the date:

Does not apply.

c. **Significant changes to content, location or mode of instruction.** Check all that apply.

The proposal involves a degree or certificate program that includes the addition of more than 25% new content not offered by any existing programs at the institution. Additional accreditation documentation may be required. Contact the SACSCOC Liaison; indicate the person contacted, their response, and the date:

The proposal involves a degree or certificate program that includes or increases the amount of online content to 50% or more of the program. Additional accreditation documentation may be required. Contact the SACSCOC Liaison and the Director of State Compliance & Program Operations; indicate the persons contacted, their response, and the date:

The proposal involves offering a degree or certificate program at a site other than on the main campus, either fully or partially in person. Contact the Director of State Compliance & Program Operations; indicate the person contacted, their response, and the date:

None of the above.

TO: AP&P
FROM: Dr. Ted Zerucha, Assistant Vice Provost, General and Experiential Education
RE: Actions taken at the General Education Council meeting – March 31, 2023
DATE: April 3, 2023

The General Education Council met for their regularly scheduled meeting on Friday, March 31, 2023 at 3:00 pm via Zoom. The following actions were taken:

VOTE 1:

Minutes from February 2023 meeting – motion to approve made and seconded

Yes = 10 No = 0 Abstain = 1 *Motion carried -minutes approved as written*

VOTE 2:

Renew Integrative Learning Experience (ILE) Courses:

CI 2010, Narrative, New Media, and Gaming
ENG 2170, Introduction to Film
FCS 2110, Global Awareness: Exploring the Human Condition
FER 1000, Principles of Fermentation Sciences
GHY 1010, Introduction to Physical Geography
GWS 2421, Sex, Gender, Power
IDS 2211, Exploring the Documentary Form
IDS 3010, H2O: We Are Water
LLC 2050, Linguistics: Language in Mind and Society
PS 3410, Marxism
PHL 1502, Philosophy and Popular Culture
PHL 2013, Philosophy of Art
PHL 2015, Environmental Ethics
PHL 3050, Philosophy of Race
PHY 1830, The Physical Principles of Energy and Sustainability
SW 2615, Foundations for Social Justice Practice

Yes = 11 No = 0 Abstain = 0 *Renewals approved.*

VOTE 3:

General Education Revision

UC GE 2023 1 Curriculum

Yes = 16 No = 0 Abstain = 0 *Curriculum proposal approved.*

VOTE 4:

General Education Revision

UC GE 2023 2 Governance

Yes = 16 No = 0 Abstain = 0 *Governance proposal approved.*

VOTE 5:

General Education Revision

UC GE 2023 3 Part C Form

Yes = 16 No = 0 Abstain = 0 *Part C Form approved.*

VOTE 6:

Renew Social Science designation Courses:

ADM 1000, Apparel and Consumer Behavior

ANT 2420, Gender, Race, and Class

COM 2124, Intercultural Communication

FCS 2103, Family Development: Origins and Movement

P H 2000, Introduction to Public Health

PSY 1200, Psychological Foundations

REL 1100, Religion and Contemporary Issues

SOC 2050, Social Diversity and Inequalities

TEC 2029, Society and Technology

Yes = 16 No = 0 Abstain = 0 *Renewals approved.*

TO: AP&P
FROM: Dr. Ted Zerucha, Assistant Vice Provost, General and Experiential Education
RE: Actions taken at the General Education Council meeting – April 28, 2023
DATE: May 1, 2023

The General Education Council met for their regularly scheduled meeting on Friday, April 28, 2023 at 3:00 pm via Zoom. The following actions were taken:

VOTE 1:

Minutes from March 2023 meeting

Yes = 11 No = 0 Abstain = 3 *Motion carried – minutes approved as written.*

VOTE 2:

Renew Fine Arts (FA) designation courses:

MUS 2011, Exploring Music in Culture
MUS 2014, Jazz in American Society
MUS 2018, Introduction to World Music
MUS 2022, Cultivating Expression through Music
MUS 2023, Music and Gender

Yes = 14 No = 0 Abstain = 0 *Renewals approved.*

VOTE 3:

Renew Liberal Studies Experience (LSE) courses:

ARB 1050, Intermediate Arabic II
CHN 1050, Intermediate Chinese II
CTE 1590, Personal Money Management
FCS 2111, Social Diversity and the Family
IDS 3025, Contemporary Topics in Science and Technology Studies
IDS 3250, Internet Studies
JPN 1050, Intermediate Japanese II
LAT 1050, Intermediate Latin II
MUS 2052, Music History and Style I
MUS 2613, Survey of Western Music
POR 1050, Intermediate Portuguese II
PSY 3010, Psychology Applied to Teaching
REL 1120, Confronting Death
REL 2180, Life Without God
RSN 1050, Intermediate Russian II
TEC 2601, Energy Issues and Technology

Yes = 14 No = 0 Abstain = 0 *Renewals approved.*

VOTE 4:

Renew Writing in the Discipline (WID) Courses:

ENG 3000, Approaches to Literary Studies (WID)
ENG 3100, Business Writing (WID)
ENG 3580, Teaching Composition: Theory, Practice, and Pedagogy (WID)
ENG 3695, Technical Writing for Computer Science (WID)
ENG 3700, Technical Writing (WID)
GS 4403, Teaching Science in Middle and High Schools (WID)
GS 4404, The Meaning and Nature of Science (WID)

GCM 3622, GCM Graphic Communications Seminar (WID)
GER 3021, Marchen (WID)
GER 3050, German and East Asian Capstone (WID)
GHY 3000, Communication Geographic Information (WID)
GLS 3000, Critical Perspectives on Global Studies (WID)
GWS 3000, Feminist Theories (WID)
HIS 2800, Writing History (WID)
LLC 3240, Cultures of East Asia (WID)
MUS 3009, Analysis and Performance (WID)
MUS 3903, Music Education Practicum (WID)
MUS 3904, Music Therapy Practicum (WID)
NUR 3011, Concepts of Professional Nursing (WID)
PHL 3300 A Critique of Worldmaking (WID)
PHL 3400, Contemporary Continental Philosophy (WID)
Yes = 15 No = 0 Abstain = 0 *Renewals approved.*

VOTE 5:

Renew Capstone (CAP) courses:

COM 4318, Graphic Communications Internship (CAP)
COM 4432, Communication Studies Seminar (CAP)
COM 4610, Mobile Journalism (CAP)
FRE 4565, Advance French Expression (CAP)
GCM 4900, Graphic Communications Internship (CAP)
LLC 4575, German and East Asian Capstone (CAP)
MUS 4900 Music Industry Internship (CAP)
PS 4800, Political Science Capstone (CAP)
PS 4900, Political Science Internship (Capstone)
TEC 4638, Contemporary Problems in Sustainable Technology (CAP)
Yes = 15 No = 0 Abstain = 0 *Renewals approved.*

Preliminary checklist for proposed revised curriculum
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.)

*The First Year Seminar requirement in General Education is waived for 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 24 or more transferable semester credit hours at postsecondary institutions prior to entering Appalachian. Credit by exam or for military or life experience is excluded from the 24 semester credit hours. Students whose First Year Seminar requirement in General Education is waived might 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.)

* **Chemistry of Life:** take both: CHE __1051 (3 s.h.)/1053 (1 s.h.) and __1052 (3 s.h.)/1054 (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.), GES __1101 (4 s.h.), __GES 1102 (4 s.h.), __GES 1103 (4 s.h.), __GES 1104 (4 s.h.), __GES 1105 (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 aned@appstate.edu for more information.

Complete 18 semester hours from the following lists of classes. A minimum of 3 semester hours 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 from each of the following designations:

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

SUSTAINABILITY AND 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.

Proposed Bulletin copy

For: <http://bulletin.appstate.edu/content.php?catoid=27&navoid=1668>:

General Education Program

- [Writing Across the Curriculum \(WAC\)](#)
 - [First Year Seminar](#)
-

<https://universitycollege.appstate.edu/programs/general-education-program>

Ted Zerucha, Director

Kristin M. Hyle, Assistant Director

The General Education Program represents the liberal arts core of all undergraduate degrees at Appalachian State University and draws on nationally identified best educational practices, as well as what employers expect from today's graduates. Its interdisciplinary curriculum provides a challenging liberal arts education through which students learn to adapt to new environments, integrate knowledge from diverse sources, and develop the skills to be lifelong learners. As the academic foundation of the Appalachian Experience, the General Education Program prepares students to lead purposeful lives as global citizens who understand and engage their responsibilities in creating a sustainable future for all.

The General Education Program has four interconnected goals that emphasize the traditional academic capacities associated with a liberal arts education as well as essential and urgent twenty-first century literacies: thinking critically and creatively, communicating effectively, making local to global connections, and understanding responsibilities of community membership.

The General Education Program accounts for 41 semester hours of a student's degree program. The program includes a first year seminar course that introduces students to rigorous academic study at the University level through interdisciplinary engagement with a broad topic or question. A wellness literacy requirement enhances students' knowledge and management of their personal health. A quantitative literacy component develops students' reasoning and numerical skills and science inquiry courses introduce students to the scientific processes of studying natural phenomena. Sustainability and climate literacy as well as intercultural literacy requirements ensure that students are introduced to Appalachian core values such as: diversity, equity and inclusion; sustainability and resilience; global perspectives. Students are also able to explore different perspectives on the study of humanity and the systems it creates. Woven into these required components are required courses in the fine arts, historical studies, literary studies, and social sciences to ensure students are exposed to coursework that represents

cornerstones of a liberal arts education. The General Education Program also incorporates a vertical writing curriculum that includes writing courses at the freshman, and sophomore levels as well as a junior level course in the major before culminating with a capstone experience.

Writing Across the Curriculum (WAC)

www.wac.appstate.edu

Elizabeth Carroll, Director

The Writing Across the Curriculum Program (WAC) supports Appalachian's vertical writing curriculum, which teaches students about writing in the university and prepares them for writing in their majors and professions. Through consultations, workshops, institutes, and other initiatives, WAC provides faculty development for the teaching of writing and for using writing to support student learning in all disciplines. In collaboration with units across campus, WAC assists departments and individual faculty with integrating writing into courses, designing effective writing assignments, aligning writing curricula, and conducting writing assessments. WAC also provides faculty development for community college writing faculty and support for community writing initiatives. For more information, email carrollel@appstate.edu.

First Year Seminar

<https://universitycollege.appstate.edu/programs/first-year-seminar>

Rick Klima, Director

First Year Seminar is a first-year course in the General Education Program designed to introduce students to rigorous academic study at the University level through interdisciplinary engagement with a broad topic or question. Instructors engage First Year Seminar students in a shared process of inquiry in small seminar-style classes. First Year Seminar helps students transition to academic life at Appalachian by introducing them to a variety of library research tools and the wide range of resources Appalachian provides its students. Students in First Year Seminar classes practice critical and creative thinking and effective communication, and develop intercultural and information literacy competences.

Students who enter Appalachian with 0–23 transferable semester credit hours or within one year of their high school graduation will be required to take [UCO 1200 - First Year Seminar \(3\)](#) or its equivalent in The Honors College or Watauga Residential College.

Students classified as transfer students by Admissions who enter Appalachian with at least 24 transferable semester credit hours from postsecondary institutions (excluding credit by exam or

for military or life experience) and at least one year after their high school graduation will be exempt from the First Year Seminar requirement in General Education. This may result in a reduction of three semester credit hours in the General Education requirements for these students. If a student completes all other graduation requirements and falls short of the minimum number of hours for graduation, they will be required to make up the shortage of hours by completing other coursework.

Students who have earned at least 60 semester credit hours at any combination of institutions will not be allowed to enroll in UCO 1200 without permission. If a student with at least 60 semester credit hours wishes to enroll in UCO 1200 and has a pedagogically sound reason for doing so, they may request permission from the Office of General Education. For students affected by this policy, the Office of Transfer Admissions and Engagement will add to the record of transfer work a course of UCO MET with a grade of CR. UCO MET will serve as an equivalent to UCO 1200 for purposes of major declaration and enrollment in RC 2001 - Introduction to Writing Across the Curriculum (3).

Proposed Bulletin copy

For: <http://bulletin.appstate.edu/content.php?catoid=27&navoid=1655>

The Undergraduate Program

- [General Education Program](#)
 - [Educational Goals](#)
-

Appalachian State University's undergraduate program introduces students to Appalachian's broad vision of university study, its unique academic community and its commitment to knowledge, truth and excellence. At the same time, it seeks to stimulate student growth and development by equipping graduates with the intellectual skills and essential knowledge needed to meet the challenges of the future. The undergraduate program also offers students the opportunity to prepare for productive careers or advanced studies.

General Education Program

<https://universitycollege.appstate.edu/programs/general-education-program>

Ted Zerucha, Director

Kristin M. Hyle, Assistant Director

General Education Goals and Learning Outcomes

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.

General Education Program Goals

- I. Thinking critically and creatively
- II. Communicating effectively
- III. Making local to global connections
- IV. Understanding responsibilities of community membership

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.

General Education Requirements

<https://universitycollege.appstate.edu/programs/general-education-program>

The program requires students to complete an integrated curriculum grounded in a liberal arts education. It employs a vertical model consisting of opportunities during each year of enrollment for students to improve their skills in critical thinking, inquiry, analysis, synthesis, written and oral communication, and information and technological literacy. Furthermore, the curriculum provides avenues for synergy between general education and the academic major

and active learning within and outside the traditional classroom through linkages with undergraduate research, service learning, international experiences, and leadership development. The general education curriculum requires a total of 41 semester hours (38-41 semester hours for transfer students with at least 24 transferable semester credit hours from postsecondary institutions, excluding credit by exam or for military or life experience, and who enter Appalachian at least one year after their high school graduation).

This includes the following required coursework:

| | |
|--------|--|
| 3 s.h. | First Year Seminar (waived for students classified as transfer students by Admissions who transfer to enter Appalachian State University with at least 24 transferable semester credit hours from postsecondary institutions (excluding credit by exam or for military or life experience) and who enter Appalachian at least one year after their high school graduation) |
| 3 s.h. | First Year Writing |
| 3 s.h. | Second Year Writing |
| 2 s.h. | Wellness Literacy |
| 4 s.h. | Quantitative Literacy |
| 8 s.h. | Science Inquiry |
| 3 s.h. | Sustainability and Climate Literacy (SCL) |
| 3 s.h. | Intercultural Literacy (ICL) |
| 3 s.h. | Humanity and its Systems (HUM) |
| | Designations may be taken in Sustainability and Climate Literacy, Intercultural Literacy, or Humanity and its Systems (including 3 s.h. each in fine arts (FA), historical studies (HS), literary studies (LS), social science (SS)) |
| | 18 s.h. are required in total from Sustainability and Climate Literacy plus Intercultural Literacy plus Humanity and its Systems |
| | 41 s.h. TOTAL (38-41 s.h. total for transfer students as based on First Year Seminar waiver requirements described above) |

| | |
|--|--|
| | |
| | Coursework in the major: |
| | Junior Writing in the Discipline (WID) |
| | Senior Capstone Experience (CAP) |

To encourage a broad-based liberal arts education, the majority of a student's general education courses are outside their majors. Students will be allowed to count a maximum of 12 s.h. taught in their major discipline toward general education requirements.

Proposed Bulletin copy

For: http://bulletin.appstate.edu/preview_program.php?catoid=27&poid=12330&returnto=1656

General Education Requirements

←Return to: [Programs of Study](#)

First Year Seminar

- [UCO 1200 - First Year Seminar \(3\)](#)
- or
- [HON 1515 - Honors First Year Seminar \(3\)](#)
- or
- [WRC 1103 - Investigations: Local \(6\)](#) (3 of 6 sh will count here)
- or
- UCO MET (0 hours) *

*Available to students classified as transfer students by Admissions who enter Appalachian State University with at least 24 transferable semester credit hours from postsecondary institutions (excluding credit by exam or for military or life experience) and at least one year after their high school graduation. Students whose First Year Seminar requirement in General Education is waived might have three fewer semester credit hours of General Education.

Writing Across the Curriculum (6 Hours Required)

First Year Writing

- [LLC 1000 - English for International Students \(3\)](#)
- or
- [RC 1000 - Expository Writing \(3\)](#)
- or

- [WRC 1103 - Investigations: Local \(6\)](#) (3 of 6 sh will count here)

Sophomore Writing

- [RC 2001 - Introduction to Writing Across the Curriculum \(3\)](#)
- or
- [WRC 2001 - 28607: Days in the Life \(3\)](#)

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)

Quantitative Literacy (4 Hours Required)

1 Hour Courses

For students who transfer 3 hours of QL coursework:

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

- [MAT 1005 - A Brief Introduction to Mathematics \(1\)](#)
- [STT 1805 - A Brief Introduction to Statistics \(1\)](#)

3 Hour Courses

These courses count toward, but do not fully complete, this requirement.:

- [ECO 2100 - Business and Economic Statistics I \(3\)](#)
- [ECO 2200 - Business and Economic Statistics II \(3\)](#)
- [MAT 1035 - Business Mathematics With Calculus \(3\)](#)

- [STT 1810 - Basic Statistics \(3\)](#)
- [STT 2810 - Introduction to Statistics \(3\)](#)
- [STT 3820 - Statistical Methods I \(3\)](#)

4 Hour Courses

These courses fully complete this requirement.:

- [CS 2435 - Introduction to Scientific Programming \(4\)](#)
- [MAT 1010 - Introduction to Mathematics \(4\)](#)
- [MAT 1020 - College Algebra with Applications \(4\)](#)
- [MAT 1110 - Calculus With Analytic Geometry I \(4\)](#)
- [STT 2820 - Reasoning with Statistics \(4\)](#)
- [WRC 1010 - Introduction to Mathematics for WRC \(4\)](#)

Wellness Literacy (2 Hours)

Choose from the following:

1 Hour Courses

- [PE 1530-1549 - Selected Topics \(1-4\)](#)
- [P E Activity Courses](#)

2 Hour Courses

- [DAN 1405 - Modern Dance I \(2\)](#)
- [DAN 1410 - Beginning Ballet I \(2\)](#)
- [DAN 1420 - Jazz I \(2\)](#)
- [DAN 1430 - African Dance I \(2\)](#)
- [DAN 2405 - Modern Dance II \(2\)](#)
- [DAN 2410 - Ballet II \(2\)](#)
- [DAN 2420 - Jazz II \(2\)](#)
- [DAN 2430 - African Dance II \(2\)](#)
- [HPE 1000 - Personal and Family Health \(2\)](#)

- [MSL 1101 - Army Physical Fitness \(2\)](#)
- [PH 1105 - Health and Fitness \(2\)](#)
- [SSU 2280 - Yoga as Somatic Practice \(2\)](#)
- [SSU 2480 - Pilates Mat \(2\)](#)
- [SSU 2580 - Gyrokinesis \(2\)](#)
- [SSU 4580 - Gyrotonic \(2\)](#)

3 Hour Courses

Additional hour may count as elective:

- [DAN 4460 - Somatics \(3\)](#)
- [HPE 4320 - Nutrition and Health-Related Fitness \(3\)](#)
- [NUT 2202 - Nutrition and Health \(3\)](#)
- [PE 1718 - Lifeguarding and Water Safety \(3\)](#)

Science Inquiry

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

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.

Biology in Society

- [BIO 1201 - Biology in Society I \(3\)](#)
- [BIO 1202 - Biology in Society II \(3\)](#)
- [BIO 1203 - Biology in Society Laboratory \(2\)](#)
-
- Following theme for students with transfer credit
- [BIO 1201 - Biology in Society I \(3\)](#)
- [BIO 1204 - Biology in Society I Laboratory \(1\)](#)
- [BIO 1202 - Biology in Society II \(3\)](#)
- [BIO 1205 - Biology in Society II Laboratory \(1\)](#)

The Blue Planet

-
- [GES 1104 - Water: Mountains to Sea \(4\)](#)
 - [GES 1105 - Oceanography \(4\)](#)

Chemistry Connections to Our Changing World*

- [CHE 1101 - Introductory Chemistry I \(3\)](#)
- [CHE 1110 - Introductory Chemistry Laboratory I \(1\)](#)
- [CHE 1102 - Introductory Chemistry II \(3\)](#)
- [CHE 1120 - Introductory Chemistry Laboratory II \(1\)](#)

Chemistry of Life

- CHE 1051 - (3)
- CHE 1053 - (1)
- CHE 1052 - (3)
- CHE 1054 - (1)

How Things Work*

- [PHY 1101 - How Things Work I \(4\)](#)
- [PHY 1102 - How Things Work II \(4\)](#)

The Physics of Our Technological World*

- [PHY 1103 - General Physics I \(4\)](#)
- [PHY 1104 - General Physics II \(4\)](#)

Physics with Calculus*

- [PHY 1150 - Analytical Physics I \(5\)](#)
- [PHY 1151 - Analytical Physics II \(5\)](#)

Restless Planet: Earth, Environment and Evolution

- [GES 1101 - Introduction to Physical Geology \(4\)](#)
- [GES 1102 - Introduction to Historical Geology \(4\)](#)
- [GES 1103 - Environmental Change, Hazards, and Resources \(4\)](#)

Voyages Through the Cosmos*

- [AST 1001 - Introductory Astronomy I - The Solar System \(4\)](#)
- [AST 1002 - Introductory Astronomy II - Stars and Galaxies \(4\)](#)

Exploring Science

- [ANT 1430 - Our Primate Heritage \(4\)](#)
- [BIO 1103 - Global Climate Change and Earth's Life \(4\)](#)
- [GES 1101 - Introduction to Physical Geology \(4\)](#)
- [GES 1102 - Introduction to Historical Geology \(4\)](#)
- [GES 1103 - Environmental Change, Hazards, and Resources \(4\)](#)
- [GES 1104 - Water: Mountains to Sea \(4\)](#)
- [GES 1105 - Oceanography \(4\)](#)
- [GHY 1011 - Global Climate Change \(4\)](#)
- [GHY 1012 - Global Change of the Biosphere \(4\)](#)
- [PHY 1101 - How Things Work I \(4\)](#)
- [PHY 1812 - Acoustics and Harmonics \(4\)](#)
- [PHY 1814 - Sound and Recording \(4\)](#)

Designations

3 semester hours of each required; may be taken in Sustainability and Climate Literacy (SCL), Intercultural Literacy (ICL) or Humanity and its Systems (HUM):

- [Fine Arts](#)
- [Historical Studies](#)

- [Literary Studies](#)
- [Social Science](#)

Sustainability and Climate Literacy (SCL)

3 semester hours required, a total of 18 semester hours are required in Sustainability and Climate Literacy (SCL), Intercultural Literacy (ICL), and Humanity and its Systems (HUM)

Intercultural Literacy (ICL)

3 semester hours required, a total of 18 semester hours are required in Sustainability and Climate Literacy (SCL), Intercultural Literacy (ICL), and Humanity and its Systems (HUM)

Humanity and its Systems (HUM)

3 semester hours required, a total of 18 semester hours are required in Sustainability and Climate Literacy (SCL), Intercultural Literacy (ICL), and Humanity and its Systems (HUM)

- [ANT 1415 - Understanding Culture \(3\) \[GenEd: SS\]](#)
- [ANT 1420 - Archaeology and the Human Past \(3\) \[GenEd: SS\]](#)
- [ANT 1425 - Mythbusting in Archaeology \(3\) \[GenEd: SS\]](#)
- [ANT 2100 - East Asia Through Ethnography \(3\) \[GenEd: SS\]](#)
- [ANT 2222 - The Living Primates \(3\) \[GenEd: SS\]](#)
- [ANT 2235 - North American Archaeology \(3\) \[GenEd: SS\]](#)
- [ANT 2300 - Meso American Cultures \(3\) \[GenEd: SS\]](#)
- [ANT 2340 - Bronze Age Civilizations \(3\) \[GenEd: SS\]](#)
- [ANT 2400 - Native America Through Ethnography \(3\) \[GenEd: SS\]](#)
- [ANT 2420 - Gender, Race and Class \(3\) \[GenEd: SS\]](#)
- [ANT 2430 - Magic, Witchcraft and Religion \(3\) \[GenEd: SS\]](#)
- [ANT 2440 - From Savages to Cyborgs \(3\)](#)
- [ANT 2700 - South Asia Through Ethnography \(3\) \[GenEd: SS\]](#)
- [ANT 2800 - Latin America Through Ethnography \(3\) \[GenEd: SS\]](#)
-
- [AS 2016 - Appalachian Music \(3\) \[GenEd: FA\]](#)
- [AS 2020 - Appalachia in Film \(3\)](#)
- [AS 2025 - Appalachian Strings \(3\)](#)
- [AS 2200 - Appalachian Stories \(3\) \[GenEd: LS\]](#)
- [AS 2301 - Energy Extraction in Appalachia \(Past, Present, and Future\) \(3\)](#)
- [AS 2411 - Appalachia: An Introduction \(3\) \[GenEd: SS\]](#)
- [AS 3000 - Diversity in Appalachia \(3\)](#)
-
- [ADM 1000 - Apparel and Consumer Behavior \(3\) \[GenEd: SS\]](#)
-
- [ARB 1050 - Intermediate Arabic II \(3\)](#)
-
- [ARH 2030 - Art from Prehistory to 1400 \(3\) \[GenEd: FA\]](#)
- [ARH 2130 - Art from 1400 to the Present \(3\) \[GenEd: FA\]](#)
-
- [ART 2011 - Introduction to Visual Arts \(3\) \[GenEd: FA\]](#)
- [ART 2016 - Introduction to Studio Art and Design \(3\) \[GenEd: FA\]](#)
- [ART 2019 - Art for Social Change \(3\) \[GenEd: FA\]](#)
- [ART 2022 - Cultivating Creative Expression Through Visual Art \(3\) \[GenEd: FA\]](#)
-
- [AST 1050 - Astrobiology: Exploring Life in the Universe \(3\)](#)
-
- [CTE 1590 - Personal Money Management \(3\)](#)
-
- [CHN 1050 - Intermediate Chinese II \(3\)](#)
-
- [CI 2000 - Nature and Youth \(3\)](#)
-
- [COM 2105 - Public Speaking in the Disciplines \(3\)](#)

- [COM 2121 - Interpersonal Communication \(3\)](#)
- [COM 2124 - Intercultural Communication \(3\) \[GenEd: SS\]](#)
- [COM 3130 - Race & Diversity in Media \(3\)](#)
- [COM 3300 - Mass Media and Society \(3\)](#)
- [COM 3315 - Political Communication \(3\)](#)
-
- [CJ 3450 - Injustice in America \(3\) \[GenEd: SS\]](#)
-
- [DAN 1431 - African Drumming for Dance \(3\) \[GenEd: FA\]](#)
- [DAN 2010 - Exploring the Arts: Dance \(3\) \[GenEd: FA\]](#)
- [DAN 2020 - World Dance \(3\) \[GenEd: FA\]](#)
- [DAN 2030 - Dance, Media and Culture \(3\) \[GenEd: FA\]](#)
- [DAN 2800 - Topical Studies in Dance \(3\) \[GenEd: FA\]](#)
- [DAN 3430 - Early Dance History \(3\) \[GenEd: FA\]](#)
- [DAN 3435 - Dance History in the Modern Era \(3\) \[GenEd: FA\]](#)
-
- [ECO 2030 - Principles of Microeconomics \(3\) \[GenEd: SS\]](#)
- [ECO 2040 - Principles of Macroeconomics \(3\) \[GenEd: SS\]](#)
- [ECO 2620 - Environmental and Resource Economics \(3\) \[GenEd: SS\]](#)
-
- [ENG 1500 - Introduction to Literature \(3\)](#)
- [ENG 2030 - World Literature to 1650 \(3\) \[GenEd: LS\]](#)
- [ENG 2040 - World Literature since 1650 \(3\) \[GenEd: LS\]](#)
- [ENG 2050 - Studies in British Literature \(3\) \[GenEd: LS\]](#)
- [ENG 2060 - Great Books \(3\) \[GenEd: LS\]](#)
- [ENG 2070 - World Mythologies \(3\) \[GenEd: LS\]](#)
- [ENG 2080](#)
- [ENG 2090](#)
- [ENG 2120 - African-American Literature \(3\) \[GenEd: LS\]](#)
- [ENG 2130 - Ethnic-American Literature \(3\) \[GenEd: LS\]](#)
- [ENG 2170 - Introduction to Film \(3\)](#)
- [ENG 2175 - Films that Matter \(3\)](#)
- [ENG 2190 - Science Fiction and Fantasy \(3\) \[GenEd: LS\]](#)
- [ENG 2350 - Studies in American Literature \(3\) \[GenEd: LS\]](#)
- [ENG 2360 - American Literature and the Arts \(3\) \[GenEd: LS\]](#)
- [ENG 2430 - Animals and Literature \(3\) \[GenEd: LS\]](#)
- [ENG 3712 - Literature and Mass Violence \(3\) \[GenEd: LS\]](#)
- [ENG 3715 - Literature and the Environment \(3\) \[GenEd: LS\]](#)
-
- [FCS 2103 - Family Development: Origins and Movement \(3\) \[GenEd: SS\]](#)
- [FCS 2110 - Global Awareness: Examining the Human Condition \(3\)](#)
- [FCS 2111 - Social Diversity and the Family \(3\)](#)
-
- [FER 1000 - Principles of Fermentation Sciences \(3\)](#)
-
- [FIN 2860 - Personal Finance \(3\)](#)

-
- [FRE 1050 - Intermediate French II \(3\)](#)
- or
- [FRE 1060 - Accelerated Intermediate French \(6\)](#) (3 of 6 hours count in General Education)
-
- [GES 1842 - Dinosaurs: Then and Now \(3\)](#)
- [GES 2301 - Energy Extraction in Appalachia \(Past, Present, and Future\) \(3\)](#)
-
- [GWS 2421 - Sex, Gender, and Power \(3\)](#)
- [GWS 2525 - Global Women's Issues \(3\)](#)
- [GWS 2600 - Introduction to LGBT Studies \(3\)](#)
-
- [GHY 1010 - Global Environmental Systems \(3\)](#)
- [GHY 1020 - Exploring People and Places Globally \(3\) \[GenEd: SS\]](#)
- [GHY 1040 - Human Geography and Social Justice \(3\) \[GenEd: SS\]](#)
- [GHY 2200 - National Park Approaches to Animal Preservation \(3\) \[GenEd: SS\]](#)
- [GHY 2300 - Mountain Environments and People \(3\) \[GenEd: SS\]](#)
- [GHY 2700 - Food Justice: Geographic Perspectives \(3\) \[GenEd: SS\]](#)
- [GHY 3005 - Global Health and Diseases \(3\) \[GenEd: SS\]](#)
- [GHY 3013 - North Carolina \(3\) \[GenEd: SS\]](#)
- [GHY 3014 - Geography of Latin America \(3\) \[GenEd: SS\]](#)
- [GHY 3016 - Place and the American South \(3\) \[GenEd: SS\]](#)
- [GHY 3017 - Mediterranean Empires and Globalization \(3\) \[GenEd: SS\]](#)
- [GHY 3230 - Political Geography and Society \(3\) \[GenEd: SS\]](#)
-
- [GER 1050 - Intermediate German II \(3\)](#)
- or
- [GER 1060 - Accelerated Intermediate German \(6\)](#) (3 of 6 hours count in General Education)
-
- [GLS 2000 - Contemporary Global Issues \(3\)](#)
- [GLS 2350 - Introduction to Peace Studies \(3\)](#)
- [GLS 3020 - Cuba Libre: Perspectives on the Cuban Revolution \(3\) \[GenEd: HS\]](#)
- [GLS 3580 - Animal Planet \(3\)](#)
-
- [HIS 1101 - World Civilization I \(3\) \[GenEd: HS\]](#)
- [HIS 1102 - World Civilization II \(3\) \[GenEd: HS\]](#)
- [HIS 1110 - Cultural History \(3\) \[GenEd: HS\]](#)
- [HIS 1120 - Social History \(3\) \[GenEd: HS\]](#)
- [HIS 1130 - Themes in Global History \(3\)](#)
- [HIS 1200 - American History \(3\) \[GenEd: HS\]](#)
- [HIS 1400 - World Empires \(3\) \[GenEd: HS\]](#)
- [HIS 1501 - Revolutions and Revolutionary Social Movements \(3\) \[GenEd: HS\]](#)
- [HIS 1700 - Themes in European History \(3\)](#)
- [HIS 2150 - Animals, People, and History \(3\) \[GenEd: HS\]](#)

- [HIS 2525 - The Americans: A Cultural History \(3\) \[GenEd: HS\]](#)
- [HIS 2300 - Introduction to Holocaust and Judaic Studies \(3\)](#)
- [HIS 2301 - History of Colonial Latin America \(3\) \[GenEd: HS\]](#)
- [HIS 2302 - History of Modern Latin America \(3\) \[GenEd: HS\]](#)
- [HIS 2312 - Introduction to the Ancient Mediterranean World \(3\) \[GenEd: HS\]](#)
- [HIS 2320 - East Asian History: To 1600 \(3\) \[GenEd: HS\]](#)
- [HIS 2340 - Modern East Asia \(3\) \[GenEd: HS\]](#)
- [HIS 3158 - Ethnic Conflict: East versus West \(3\) \[GenEd: HS\]](#)
- [HIS 3210 - Poverty: Theory and Practice \(3\)](#)
- [HIS 3340 - Afro-Atlantic Material Culture \(3\) \[GenEd: HS\]](#)
- [HIS 3350 - African American History \(3\) \[GenEd: HS\]](#)
- [HIS 3726 - History of the Appalachian Region \(3\) \[GenEd: HS\]](#)
- [HIS 3728 - History of North Carolina \(3\) \[GenEd: HS\]](#)
- [HIS 3823 - American Military History \(3\) \[GenEd: HS\]](#)
-
- [HON 2515 - Honors Sophomore Inquiry Seminar \(3\)](#)
- [HON 3515 - Honors Junior Inquiry Seminar \(3\)](#)
-
- [IND 1401 - Product Design \(3\) \[GenEd: FA\]](#)
-
- [IDS 2000 - The Idea of America \(3\)](#)
- [IDS 2211 - Exploring the Documentary Form \(3\)](#)
- [IDS 3010 - H2O: We are Water \(3\)](#)
- [IDS 3025 - Contemporary Topics in Science and Technology Studies \(3\)](#)
- [IDS 3250 - Internet Studies \(3\)](#)
- [IDS 3340 - Afro-Atlantic Material Culture \(3\) \[GenEd: HS\]](#)
-
- [INT 1300 - Design Matters \(3\) \[GenEd: FA\]](#)
-
- [JHP 2110 - Judaism \(3\) \[GenEd: HS\]](#)
- [JHP 2300 - Introduction to Holocaust and Judaic Studies \(3\)](#)
- [JHP 2350 - Introduction to Peace Studies \(3\)](#)
- [JHP 3712 - Literature and Mass Violence \(3\) \[GenEd: LS\]](#)
-
- [JPN 1050 - Intermediate Japanese II \(3\)](#)
-
- [LAT 1050 - Intermediate Latin II \(3\)](#)
-
- [LLC 2025 - Literature in Translation \(3\) \[GenEd: LS\]](#)
- [LLC 2040 - Border Crossings: U.S. Hispanic Literature and Culture \(3\) \[GenEd: LS\]](#)
- [LLC 2045 - The Spanish-Speaking World \(3\) \[GenEd: LS\]](#)
- [LLC 2050 - Linguistics: Language in Mind and Society \(3\)](#)
- [LLC 3430 - Arthurian Legends \(3\) \[GenEd: LS\]](#)
-
- [MGT 2030 \[GenEd: SS\]](#)
- [MTL 2010](#)

-
- [MUS 2011 - Exploring Music in Culture \(3\) \[GenEd: FA\]](#)
- [MUS 2014 - Jazz Music in American Society \(3\) \[GenEd: FA\]](#)
- [MUS 2015 - History of Rock Music \(3\) \[GenEd: FA\]](#)
- [MUS 2016 - Appalachian Music \(3\) \[GenEd: FA\]](#)
- [MUS 2017 - Survey of Musical Theatre \(3\) \[GenEd: FA\]](#)
- [MUS 2018 - Introduction to World Music \(3\) \[GenEd: FA\]](#)
- [MUS 2022 - Cultivating Creative Expression Through Music \(3\) \[GenEd: FA\]](#)
- [MUS 2023 - Music and Gender \(3\) \[GenEd: FA\]](#)
- [MUS 2025 - Heavy Metal Culture \(3\) \[GenEd: FA\]](#)
- [MUS 2052 - Exploring Music Therapy \(3\)](#)
- [MUS 2611 - Music History and Style I \(2\) \[GenEd: HS\]](#)
- [MUS 2612 - Music History and Style II \(2\) \[GenEd: HS\]](#)
- [MUS 2613 - Survey of Western Music \(3\)](#)
- [MUS 3611 - Music History and Style III \(2\) \[GenEd: HS\]](#)
-
- [NUT 2351 - Global Nutrition: Emerging Health Challenges \(3\) \[GenEd: SS\]](#)
-
- [PH 2000 - Introduction to Public Health \(3\) \[GenEd: SS\]](#)
-
- [PHL 1000 - Introduction to Philosophy \(3\)](#)
- [PHL 1040](#)
- [PHL 1100 - Logic I \(3\)](#)
- [PHL 1501 - Mind, Knowledge, and Reality \(3\)](#)
- [PHL 1502 - Philosophy and Popular Culture \(3\)](#)
- [PHL 1503 - Selves, Bodies, and Cultural Diversity \(3\)](#)
- [PHL 2000 - Philosophy, Society, and Ethics \(3\)](#)
- [PHL 2010 - Animal Philosophy and Ethics \(3\)](#)
- [PHL 2013 - Philosophy of Art \(3\)](#)
- [PHL 2015 - Environmental Ethics \(3\)](#)
- [PHL 3000 - Ancient Philosophy \(3\) \[GenEd: HS\]](#)
- [PHL 3010](#)
- [PHL 3013 - Philosophical Aesthetics \(3\)](#)
- [PHL 3015 - Medical Ethics \(3\)](#)
- [PHL 3020 - Metaphysics \(3\)](#)
- [PHL 3030 - Feminist Philosophy \(3\)](#)
- [PHL 3040](#)
- [PHL 3050 - Philosophy of Race \(3\)](#)
- [PHL 3060](#)
- [PHL 3200 - Modern Philosophy \(3\) \[GenEd: HS\]](#)
- [PHL 3550 - Philosophy of Mind \(3\)](#)
- [PHL 3600 - Philosophy of Science \(3\)](#)
-
- [PHO 2032 - History of Photography \(3\)](#)
-
- [PHY 1600 - Physics and Astronomy - New Ideas \(3\)](#)

- [PHY 1830 - The Physical Principles of Energy and Sustainability \(3\)](#)
- [PHY 2220 - Physics of Food and Cooking \(3\)](#)
-
- [PLN 2410 - Town, City and Regional Planning \(3\) \[GenEd: SS\]](#)
- [PLN 3040 - What is Community? \(3\) \[GenEd: SS\]](#)
- [PLN 3730 - Land, Property, and Law \(3\) \[GenEd: SS\]](#)
-
- [PS 1100 - American National Government and Politics \(3\) \[GenEd: SS\]](#)
- [PS 1200 - Current Political Issues \(3\) \[GenEd: SS\]](#)
- [PS 2120 - International Politics and Foreign Policy \(3\)](#)
- [PS 2130 - State and Local Government \(3\) \[GenEd: SS\]](#)
- [PS 3410 - Marxism \(3\)](#)
- [PS 4225 - International Security \(3\) \[GenEd: SS\]](#)
-
- [POR 1050 - Intermediate Portuguese II \(3\)](#)
-
- [PSY 1200 - Psychological Foundations \(3\) \[GenEd: SS\]](#)
- [PSY 2100 - Psychology of Parenting \(3\)](#)
- [PSY 2213 - Survey of Social Psychology \(3\) \[GenEd: SS\]](#)
- [PSY 3010 - Psychology Applied to Teaching \(3\)](#)
-
- [RM 2000 - Nature and Youth \(3\)](#)
- [RM 2100 - Leisure in Society \(3\) \[GenEd: SS\]](#)
- [RM 2140 - Natural Resources: Becoming an Informed Citizen \(3\) \[GenEd: HS\]](#)
-
- [REL 1010 - Religion and Imaginary Worlds \(3\) \[GenEd: LS\]](#)
- [REL 1100 - Religion and Contemporary Issues \(3\) \[GenEd: SS\]](#)
- [REL 1110 - Religions of the World \(3\)](#)
- [REL 1120 - Confronting Death \(3\)](#)
- [REL 2010 - Old Testament: The Jewish Scriptures \(3\) \[GenEd: LS\]](#)
- [REL 2020 - New Testament \(3\) \[GenEd: LS\]](#)
- [REL 2030 - Islamic Literature \(3\) \[GenEd: LS\]](#)
- [REL 2110 - Judaism \(3\) \[GenEd: HS\]](#)
- [REL 2120 - Christianity \(3\) \[GenEd: HS\]](#)
- [REL 2130 - Islam \(3\) \[GenEd: HS\]](#)
- [REL 2140](#)
- [REL 2150 - Buddhism \(3\) \[GenEd: HS\]](#)
- [REL 2180 - Life Without God \(3\)](#)
- [REL 2210 \[GenEd: HS\]](#)
- [REL 2220\[GenEd: HS\]](#)
- [REL 3100 - Church and State in Latin America \(3\)](#)
- [REL 3110 - Religion in America \(3\)](#)
- [REL 3170 - Religion and Violence \(3\)](#)
- [REL 3710 \[GenEd: SS\]](#)
- [REL 3735\[GenEd: LS\]](#)
- [REL 3750\[GenEd: SS\]](#)

-
- [RSN 1050 - Intermediate Russian II \(3\)](#)
-
- [SOC 1000 - The Sociological Perspective \(3\) \[GenEd: SS\]](#)
- [SOC 1100 - Social Problems in American Society \(3\) \[GenEd: SS\]](#)
- [SOC 1110 - Sociology of Intimate Relationships \(3\) \[GenEd: SS\]](#)
- [SOC 2020 - Social Deviance \(3\) \[GenEd: SS\]](#)
- [SOC 2050 - Social Diversity and Inequalities \(3\) \[GenEd: SS\]](#)
- [SOC 2850 - Constructions of Gender \(3\) \[GenEd: SS\]](#)
- [SOC 3100 - Gerontology \(3\) \[GenEd: SS\]](#)
- [SOC 3710 - Sociology of Appalachian Communities \(3\) \[GenEd: SS\]](#)
- [SOC 3800 - Sociology of War \(3\) \[GenEd: SS\]](#)
-
- [SNH 1050 - Intermediate Spanish II \(3\)](#)
- or
- [SNH 1060 - Accelerated Intermediate Spanish \(6\)](#) (3 of 6 hours count in General Education)
-
- [SSU 2460 - Somatics and Sustainable Practices \(3\)](#)
-
- [SW 2020 - The American Social Welfare System \(3\) \[GenEd: SS\]](#)
- [SW 2615 - Foundations for Social Justice Practice \(3\)](#)
-
- [SD 2400 - Principles of Sustainable Development \(3\) to have \[GenEd: SS\] added – 2022-23](#)
- [SD 2800 \[GenEd: SS\]](#)
- [SD 3715 - Literature and the Environment \(3\) \[GenEd: LS\]](#)
-
- [TEC 2029 - Society and Technology \(3\) \[GenEd: SS\]](#)
- [TEC 2601 - Energy Issues and Technology \(3\)](#)
-
- [THR 2005 - Page and Stage \(3\) \[GenEd: FA\]](#)
- [THR 2010 - The Theatre Experience \(3\) \[GenEd: FA\]](#)
- [THR 2017 - Theatre for Social Change \(3\) \[GenEd: FA\]](#)
- [THR 2020 - World Culture and Performance Studies \(3\) \[GenEd: FA\]](#)
- [THR 2022 - Cultivating Creative Expression Through Theatre \(3\) \[GenEd: FA\]](#)
- [THR 2025 - Musical Theatre: A History and Appreciation \(3\) \[GenEd: FA\]](#)
- [THR 2030 - Topical Studies in Theatre \(3\) \[GenEd: FA\]](#)
- [THR 2300 - Acting for Non Majors \(3\) \[GenEd: FA\]](#)
- [THR 2610 - Oral Interpretation \(3\) \[GenEd: FA\]](#)
- [THR 3640 - Solo and Group Performance \(3\) \[GenEd: FA\]](#)
- [THR 3730 - Early Theatre History and Literature \(3\) \[GenEd: FA\]](#)
-
- [WRC 1104 - Investigations: Global \(6\)](#) (This course is available only to Watauga Residential College students)
- [WRC 2100 - The Lives of Animals \(3\)](#)

- [WRC 2201 - Hearing Voices: Inquiry in Literature \(3\) \[GenEd: LS\]](#)
- [WRC 2202 - What If? Asking Historical Questions \(3\) \[GenEd: HS\]](#)
- [WRC 2403 - The Practice of Poetry \(3\) \[GenEd: LS\]](#)
- [WRC 2405 - Living and Learning in Community \(3\)](#)
- [WRC 3000 - Interrogating Popular Culture \(3\) \[GenEd: SS\]](#)
- [WRC 3203 - Why Art? Ways of Responding to the World Around Us \(3\) \[GenEd: FA\]](#)
- [WRC 3210 - Poverty: Theory and Practice \(3\)](#)
- [WRC 3401 - Myth and Meaning \(3\) \[GenEd: LS\]](#)
- [WRC 3403 - A Walk in Beauty \(3\) \[GenEd: FA\]](#)
- [WRC 3665 - Black Mountain College \(3\) \[GenEd: LS\]](#)

◀Return to: [Programs of Study](#)

Academic Policies and Procedures Committee

PROPOSAL FORM---Part C (for General Education Courses ONLY)

NOTE: For courses that will be new to the catalog or that require changes to the catalog copy, Academic Policies and Procedures Proposal Form, Parts A and B, should be submitted to AP&P.

| | |
|--|--|
| ADD CHANGE DELETE | PROPOSAL # _____ EFFECTIVE DATE(semester/ year): _____ |
|--|--|

Primary Proposal Author (name and email) _____

Department/Program _____

College _____ Dean _____

Course prefix, number, and title: _____

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

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

| Approving Body | Action | | | Date of Action |
|---|----------|--------------|----------------|----------------|
| | Approved | Not Approved | Not Applicable | |
| Department/Program Curriculum Committee | | | | |
| Department/Program Faculty | | | | |
| College Council(s) | | | | |

Have all appropriate department chairs/program directors and the Registrar's Office been consulted in the development of this proposal?

Yes No If Yes, please list the date(s) and person(s) contacted and response:

Does this course have any prerequisites?

Yes No If yes, which course(s)?

Do students need any prior knowledge of the discipline to succeed in this course?

Yes No If yes, what knowledge?

GENERAL EDUCATION GOALS AND LEARNING OUTCOMES:

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

Goal I. Thinking critically and creatively

Student Learning Outcomes

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

Goal II. Communicating effectively

Student Learning Outcomes

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

Goal III. Making local to global connections

Student Learning Outcomes

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

Goal IV. Understanding responsibilities of community membership

Student Learning Outcomes

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

CURRICULAR COMPONENT:

Please check which component of the General Education curriculum this course should be considered for and, on the following page, provide a narrative on how the proposed class meets that component's criteria. Please note that each course may be in only one component of the curriculum. On your attached syllabus, please include the guidelines for the relevant curricular component.

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

- a. The course will focus on how to recognize situations where quantitative methods can be used to model and solve problems, and employ appropriate tools (specifically technology) in formulating, analyzing, and solving those problems.
- b. The course will examine ways to communicate quantitative ideas and concepts using a variety of representations, including numerical, graphical, and algebraic.
- c. The course will investigate how to recognize and draw upon connections between the mathematical sciences and other disciplines, and between the mathematical sciences and life experiences.

And respond to at least one of the following:

- i. The course will examine how to collect and interpret quantitative data in order to draw appropriate inferences, understand the role of chance in data collection and statistical inference, and question and validate assumptions.
- ii. The course will encourage the development of skills in forming generalizations from recognized patterns in numerical and spatial information, and in forming sound arguments using quantitative information and mathematical analysis.
- iii. The course will encourage the development number sense and recognize quantitatively reasonable and unreasonable solutions to problems.

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

- a. The course will emphasize the assessment of personal and family history to determine individual health risk.
- b. The course will facilitate the development of a plan for personal wellness to address specific health concerns.
- c. The course will focus on appropriate skills to maintain and/or improve one's condition of wellness.
- d. The course will identify potential barriers to wellness and develop a plan to overcome those barriers.
- e. The course will identify social and cultural influences that impact health on a personal, local, and global scale.

Science Inquiry - State which Science Inquiry theme you want the course to join and explain in some detail how you plan to integrate the thematic topic into your course, plus describe how this course will meet each of these criteria:

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

Writing in the Discipline* - Describe how this course will meet each of these criteria:

- a. The course will require students to write in formats appropriate to the discipline.
- b. The course will require reading and analyzing texts to produce effective writing in the discipline.
- c. The course will require students to document correctly in the conventions of the discipline.
- d. The course will require students to reflect on the semester's writing and learning with emphasis on writing within the discipline.

Senior Capstone* - Describe how this course will meet each of these criteria:

- a. The course will require students to write effectively in formats appropriate to an advanced level of the discipline.
- b. The course will require students to analyze discipline-specific materials to produce effective writing at an advanced level in the discipline.
- c. The course will require students to document correctly in the conventions of the discipline.
- d. The course will require students to reflect upon undergraduate writing from the perspective of the capstone experience.

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

CURRICULAR COMPONENT (Continued):

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

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

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

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

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

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

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

DESIGNATIONS:

Only applicable to courses proposed for Sustainability and Climate Literacy (SCL), Intercultural Literacy (ICL), and Humanity and its Systems (HUM). If you wish this course to carry one of the following designations, please check the box for that designation and, on the next page, provide a narrative on how the proposed class meets that designation's criteria. Please note that a single course may carry no more than one designation. On your attached syllabus, please include the guidelines for the relevant designation.

Fine Arts - Describe how this course will meet each of these criteria:

- a. The course will focus primarily on works of art, rather than using the fine arts to study some other subject.
- b. The course will provide structure and resources which encourage aesthetic discernment through the examination of individual works of art.
- c. The course will examine and discuss the relationship between specific works of art and their historical, cultural, and artistic contexts.
- d. The course will examine methods and concepts related to the structure and composition of various works of art.
- e. The course will offer insights into the creative process by examining and discussing the development and production of various artists.
- f. The course will provide students with the direct receptive experience of art in various social and cultural contexts.

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

- a. The course will introduce students to historical methodology, the process by which one locates, evaluates, and utilizes primary documents and other evidence to reconstruct and understand the past.
- b. The course will provide an understanding of historiography, or the study of the way history has been written. Specifically, they will:
 1. Demonstrate how historical perspectives and interpretations evolve over time;
 2. Explore approaches to assessing and/or reconciling competing perspectives.
- c. The course will offer historical perspective to contextualize contemporary issues, examining the continuum between past and present that is required to understand the complexity and richness of the human experience.
- d. The course will offer a critical assessment of the manner in which humans have politically, socially, and culturally occupied space across time.

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

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

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

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

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

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

PROGRAMS OF STUDY

456B - Career & Technical Education - Business, Finance and Information Technology Education Concentration, BS

456C - Career & Technical Education - Business, Marketing and Entrepreneurship Education Concentration, BS

456D - Career & Technical Education - Family and Consumer Sciences Education Concentration, BS

456E - Career & Technical Education - Technology, Engineering and Design Education Concentration, BS

456F - Career & Technical Education - Trade and Industry Education Concentration, BS

456H - Career & Technical Education - Agriculture Education

FOUR-YEAR GUIDES

281A - FYG - Social Work, BSW

456I - FYG - Career and Technical Education - Workforce Leadership & Development, BS

563A - FYG - Nursing, RN to BSN

574E - FYG - Recreation Management, Recreation and Park Management, BS

574F - FYG - Recreation Management, Outdoor Experiential Education, BS

574G - FYG - Recreation Management, Commercial Recreation and Tourism Management, BS

809A - FYG - Nursing, BSN

820A - FYG - Communication Sciences and Disorders, BS

825A - FYG - Health & Physical Education K-12, BS

830A - FYG - Public Health, BS

840B - FYG - Nutrition and Foods, Dietetics, BS

840C - FYG - Nutrition and Foods, Foodsystems Management, BS

840D - FYG - Nutrition and Foods, Nutrition and Wellness, BS

845A - FYG - Health Care Management, BS