

**Academic Policies and Procedures Committee
PROPOSAL FORM -- Part A**

<p>___ ADD</p> <p>___ DELETE</p> <p>___ CHANGE</p>	<p>Department/Program Proposal # _____</p> <p>Proposed Effective Date (semester/year) _____</p>
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College/School: _____ Dean: _____

Department/Program: _____ Dept. Chair/Prog. Dir: _____

1. Briefly describe the action(s) requested:

2. Rationale for this request:

3. Required catalog copy and attachments:

- a. CURRENT and PROPOSED undergraduate or graduate catalog copy
- CURRENT:

PROPOSED:

- b. SYLLABI are required when adding or making significant changes to courses.
- c. CHECKSHEETS are required for undergraduate degree changes; and PROGRAM OF STUDY FORMS or GRADUATE CATALOG COPY are required for graduate degree changes.

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

4. 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
	approved	not approved	not applicable	
Department/Program Curriculum Committee				
Department/Program Faculty				
College Council(s)				
General Education Council				
Teacher Education Council				
Graduate Council				
Other Committees/Councils (e.g., Honors, etc.)				
Academic Policies & Procedures Committee				

5. Have the Registrar's Office and all appropriate department chairs/program directors been consulted in the development of this proposal? yes__ no__ *If yes, list the date(s) and person(s) contacted and their response(s):*
6. a. Are there any existing programs or courses that will be curtailed or discontinued as a result of the proposed new program or course? yes__ no__ n/a__ *(If yes, list those courses or programs:)*
- b. Are there courses from other departments that may cover or partially cover the subject matter of the proposed new course? yes__ no__ n/a__ *(If yes, list course numbers and titles:)*
- c. Is this a cross-listed course in another department? yes__ no__ n/a__ *(If yes, list the cross-listed courses:)*
- d. Is this a dual-listed course? yes__ no__ n/a__ *(If requesting a new dual-listing, attach undergraduate and graduate syllabi)*
- e. Is this a General Education course? yes__ no__ n/a__ *(If requesting new general education credit, attach a syllabus and submit Part C of the AP&P proposal form to the Office of General Education)*
- f. Is this a Core Curriculum/Special Designator course? yes__ no__ n/a__ *(If requesting new core/designator credit for continuing students in the old core curriculum, either include here or attach appropriate rationale and justification)*

Attachment to AP&P Part A Form
Proposed Revisions to the General Education Curriculum

1. Eliminate Perspectives umbrella
2. Eliminate Aesthetic Perspective, Historical and Social Perspective, and Local to Global Perspective requirements (21 s.h.)
3. Retain Science Inquiry as a component of the curriculum (8 s.h.) in its existing form
4. Create the Integrative Learning Experience (9 s.h.)
 - 4.1. Rationale: The Integrative Learning Experience gives students the opportunity to study a focused, thematic topic from multiple disciplinary perspectives. Each student chooses one theme and completes nine semester hours of coursework from at least two different disciplines within that theme. Each instructor within a theme examines their thematic topic using the distinct knowledge and methodology of their discipline. Each instructor also helps students develop greater competency in one or more of the four General Education goal areas: Thinking Critically and Creatively; Communicating Effectively; Making Local to Global Connections; and Understanding Responsibilities of Community Membership. The goal of this multidisciplinary structure is to help students develop the intellectual habits of seeking out diverse perspectives on issues or problems and integrating a variety of information into their decision-making and creative processes.
 - 4.2. The Integrative Learning Experience will be bound by the following parameters:
 - 4.2.1. Students take all 9 s.h. within one theme of their choice.
 - 4.2.2. Each student must take courses from at least two subject prefixes within his/her chosen theme.
 - 4.2.3. All courses within the theme must share at least one common learning outcome.
 - 4.2.4. A theme may contain no more than eight courses.
 - 4.2.5. Departments can apply for a Fine Arts, Historical Studies, Literary Studies, or Social Science Designation for these courses (one course may not carry more than one designation.)
 - 4.2.6. Themes may include either a gateway or culminating course (but not both), providing that the following conditions are met:
 - 4.2.6.1. The ILE Faculty Coordinating Committee and General Education Council must be satisfied that there is a compelling pedagogical reason for the proposed structure.
 - 4.2.6.2. All departments proposing courses for the theme must agree to the proposed enrollment structure and chairs must signify their department's agreement on the theme proposal form.
 - 4.2.6.3. On the theme proposal form, departments involved in the theme will articulate and commit to an enrollment management plan that will ensure students who start the theme will be able to finish in a timely manner.
 - 4.2.6.4. Initially, only courses with a total enrollment of no more than 80 students per semester will be considered for inclusion in themes with gateway or culminating courses.
 - 4.2.6.5. One discipline can have a maximum of two gateway or culminating courses in themes.
 - 4.2.7. An individual course can carry credit for only one theme in the Integrative Learning Experience.
5. Create the Liberal Studies Experience (12 s.h.)
 - 5.1. Description: The Liberal Studies Experience gives students an opportunity to explore several disciplines from across the campus. Each student chooses 12 semester hour of courses from at least three disciplines. Each instructor helps students develop greater

competency in one or more of the four General Education goal areas: Thinking Critically and Creatively; Communicating Effectively; Making Local to Global Connections; and Understanding Responsibilities of Community Membership. The goal of the Liberal Studies Experience is to provide students with a broad and varied curriculum where they can explore many different perspectives on the human experience.

- 5.2. The Liberal Studies Experience will be bound by the following parameters:
 - 5.2.1. Courses within this component are stand-alone and not connected by themes or other linkages (although two sections of distinct courses could be linked into a learning community if the instructors wish it and their Department Chairs and the Office of General Education determine that the linkage would not negatively impact enrollment patterns)
 - 5.2.2. Each student must take courses from at least three subject prefixes within the list of courses approved for Liberal Studies Experience credit
 - 5.2.3. The Liberal Studies Experience can include any courses that are suitable for a general student audience and that can commit to addressing and assessing one or more of the four goals of the General Education Program
 - 5.2.4. Departments can apply for a Fine Arts, Historical Studies, Literary Studies, or Social Science Designation for these courses (one course may not carry more than one designation.)
 - 5.2.5. An individual course cannot carry credit in both the Integrative Learning Experience and the Liberal Studies Experience.
6. Create a Social Science Designation requirement (3 s.h.)

PRELIMINARY CHECKSHEET FOR PROPOSED REVISED CURRICULUM

<http://generaleducation.appstate.edu>

DESIGNATIONS (3 s.h. of each required within coursework; a single course may not have more than one designation.)

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

FIRST YEAR SEMINAR

___ UCO 1200 or HON 1515 or **WGC 1103** (3 s.h.)
or ___ UCO MET* (0 s.h.)

FIRST YEAR WRITING (3 s.h.)

___ ENG 1000 or LLC 1000 or **WGC 1103**

SECOND YEAR WRITING (3 s.h.)

___ ENG 2001 or WGC 2001

*open to students who transfer at least 30 s.h. AND are at least one year out of high school. Students using this option will have a 3 s.h. reduction in General Education requirements.

INTEGRATIVE LEARNING EXPERIENCE (9 s.h.)

Choose one theme (underlined) and complete 9 s.h. from at least two subject prefixes in the theme.

Theme TBD ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE #####
Theme TBD ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE #####
Theme TBD ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE #####
Etc.

LIBERAL STUDIES EXPERIENCE (12 s.h.): Choose 12 s.h. from at least three different subject prefixes.

___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE #####
___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE ##### ___ COURSE #####
Etc.

SCIENCE INQUIRY (8 s.h.)

- Choose one theme (underlined) and complete 8 s.h. in that theme.
- Themes with a * must be taken in sequence.
- Courses in red are in two themes but may only count in one of the two.

o *Biology and Society**: ___ BIO 1101, ___ **BIO 1102**
o *The Blue Planet*: ___ **GLY 1104**, ___ GLY 1105
o *Chemistry Connections to Our Changing World**: ___ CHE 1101/ CHE 1110, ___ CHE 1102/ CHE 1120
o *Global Environmental Change*: ___ BIO 1103, ___ GHY 1011, ___ GHY 1012, ___ **GLY 1104**
o *How Things Work**: ___ **PHY 1101**, ___ PHY 1102
o *Life, Earth and Evolution*: ___ ANT 1430, ___ **BIO 1102**, ___ **GLY 1102**
o *The Physics of Our Technological World**: ___ PHY 1103, ___ PHY 1104
o *Physics of Self Expression**: ___ **PHY 1101**, ___ PHY 1810, ___ PHY 1812, ___ PHY 1814
o *Physics with Calculus**: ___ PHY 1150, ___ PHY 1151
o *Restless Planet: Earth, Environment and Evolution*: ___ GLY 1101, ___ **GLY 1102**, ___ GLY 1103
o *Voyages Through the Cosmos**: ___ AST 1001, ___ AST 1002

QUANTITATIVE LITERACY (4 s.h.)

___ MAT 1010 ___ MAT 1030 ___ C S 1445 ___ STT 2810**
___ MAT 1020 ___ MAT 1110 ___ ECO 2100** ___ STT 3820**
___ MAT 1025 ___ STT 2820 ___ STT 1810**

**These courses are 3 s.h. courses and do NOT fulfill the Quantitative Literacy requirement on their own. All other courses listed above are 4 s.h. courses.

WELLNESS LITERACY (2 s.h. required)

1 s.h. COURSES: PE 1530-1545, PE 1700-1877, (1) ___ (2) ___
2 s.h. COURSES: ___ H P 1105, ___ HED 1000, ___ DAN 1400, ___ DAN 1410,
___ DAN 1420, ___ DAN 2400, ___ DAN 2410, ___ DAN 2420,
___ DAN 3280, ___ DAN 3480, ___ DAN 3580, ___ MSL 1101
3 s.h. COURSES (additional hour counts as elective): ___ NUT 2202, ___ PE 3008,
___ DAN 4460, ___ P E 1718, ___ P E 1768, ___ PE 1769

MAJOR REQUIREMENTS (These hours count in the major requirements, not in the 44 s.h. of General Education requirements)

___ Junior Writing in the Discipline (WID) ___ Senior Capstone Experience (CAP)

OTHER RELEVANT POLICIES NOT INDICATED ABOVE:

- 1) With the exception of the courses in red italics, no course may appear more than once on the checksheet; thus an individual course may not be included in two Integrative Learning Experience themes nor may it be included in both an Integrative Learning Experience theme and the Liberal Studies Experience.
- 2) In keeping with established policy, a student may count a maximum of 9 s.h. from his/her major prefix toward General Education requirements.

Current:

The Undergraduate Program (p. 52) GENERAL EDUCATION PROGRAM

Paulette J. Marty, Director

Kristin M. Hyle, Assistant Director

Michael L. Krenn, Faculty Coordinator of First Year Seminar

www.generaleducation.appstate.edu

General Education Goals and Learning Outcomes

General education at Appalachian State University is anchored in the ideals and practices of liberal education and is designed to prepare students to fulfill the responsibilities and meet the challenges presented by a changing world. By engaging in the discovery, interpretation, and creation of knowledge throughout the undergraduate curriculum and becoming involved in educationally focused co-curricular activities, students learn to adapt to new environments, integrate knowledge from diverse sources, and continue learning throughout their lives. Recognizing the growing significance of an interconnected world, Appalachian's general education program also encourages meaningful connections between local regions, especially in the Southern Appalachian Mountains, and global contexts.

EDUCATIONAL GOALS

Appalachian's general education program prepares students for

- 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: Appalachian's general education program seeks to cultivate lifelong learners who can understand, question, revise, and generate knowledge through thinking that is both critical in its analysis and evaluation of knowledge and creative in its integration and generation of knowledge. Critical and creative thinkers are conscious of how their own positions as well as the history of ideas influence their thought, and they also adjust their thinking as they interpret, evaluate, and reflect based on increasingly sophisticated intellectual values. Critical and creative thought requires the ability to integrate knowledge from a variety of domains and to transfer knowledge from one domain to another, while at the same time recognizing the distinctiveness and limitations of different methodologies and theoretical paradigms. This ability is best fostered by a combination of disciplinary and interdisciplinary approaches to learning and by the employment of a variety of critical and creative strategies, including reading, writing, observing, quantifying, using the scientific method, translating, creating, and performing.

LEARNING OUTCOMES: Students will

- A. Recognize, differentiate, and effectively employ appropriate and increasingly sophisticated strategies to collect and interpret information;
- B. Successfully integrate disparate concepts and information when interpreting, solving problems, evaluating, creating, and making decisions;
- C. Examine and evaluate how their own personal, historical, and cultural perspectives affect the discovery and generation of knowledge;
- D. Construct persuasive arguments in increasingly complex contexts;
- E. Apply theories from a variety of disciplines and advance convincing reasons to connect as well as differentiate theories from different domains of knowledge.

II. Communicating effectively

RATIONALE: The general education program prepares students to employ modes of communication that can help communities reach both authentic consensus and respectful disagreement. In a two-way interaction, communicating effectively leads to discovery and productive changes in the sender, who may be a writer, speaker, dancer, musician, visual artist, or actor, as well as in the receiver, who may be listening, reading, or watching. As both senders and receivers, successful communicators interact effectively with people of both similar and different experiences and values. They adapt their communication skills with increasing fluency and sophistication to new and increasingly complex situations. Communicating effectively requires sophisticated reading skills in conjunction with a high level of quantitative, technological, and information literacy.

LEARNING OUTCOMES: Students will

- A. Articulate and comprehend effectively, using verbal or non-verbal communication suitable to topic, purpose, and audience;
- B. Use writing effectively to discover and develop ideas and to articulate positions in contexts of increasing complexity;

- C. Make rhetorical decisions appropriate to topic, purpose, and audience while correctly using the conventions of standard written English;
- D. Determine the scope of information needed in specific research contexts and successfully identify, locate, evaluate, use, and communicate information from various media;
- E. Read actively and analytically at the college level and synthesize and apply information and ideas from their reading across disciplines;
- F. Know, apply, and communicate college-level quantitative concepts and methods;
- G. Select and use hardware, software applications, databases, and other technologies effectively for both inquiry and communication.

III. Making local to global connections

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

LEARNING OUTCOMES: Students will

- A. Analyze past and present relationships between humans and the natural and physical environment;
- B. Evaluate community, natural, and global change through the lens of sustainability;
- C. Demonstrate the ability to think critically and creatively about the relationship between local regions and global issues, processes, trends, and systems;
- D. Demonstrate knowledge of contemporary issues related to cultural diversity in the United States and other areas of the world;
- E. Employ appropriate and increasingly sophisticated means for communicating with people of other cultures.

IV. Understanding responsibilities of community membership

RATIONALE: General education prepares academically skilled and engaged citizens capable of contributing to the betterment of society and taking responsibility for the common good. Responsible contribution to a vibrant democracy governed by the rule of law requires a basic understanding of the ways in which governments, economies, and societies function. Moral reasoning skills, necessary in a world characterized by often conflicting beliefs and attitudes, enable students to reflect critically on ethical issues and to make reasoned, intelligent judgments about complex moral problems. Effective moral reasoning includes questioning one's own assumptions and beliefs, understanding the reasoning of others, and accepting disagreement about important matters. An understanding of the broad range of past and present moral positions should be accompanied by shared beliefs regarding honesty, integrity, and obligation to others.

LEARNING OUTCOMES: Students will

- A. Identify potential consequences that personal choices as well as political, economic, and other social forces may have on individual, societal, and environmental health;
- B. Apply moral reasoning skills to an array of ethical issues confronted by individuals, groups, and communities;
- C. Collaborate effectively with others in shared processes of inquiry and problem-solving;
- D. Apply principles of responsible community membership within and beyond the campus community.

General Education Requirements

The program requires students to complete an integrated curriculum grounded in a liberal education in the arts and sciences. 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 44 semester hours (41-44 semester hours for transfer students with 30 or more semester hours of transferable work).

This includes the following required coursework:

- 3 s.h. First Year Seminar (waived for transfer students with 30 or more s.h. of transferable work)
- 3 s.h. First Year Writing
- 3 s.h. Second Year Writing
- 4 s.h. Quantitative Literacy
- 2 s.h. Wellness Literacy

29 s.h. Perspectives (including 3 s.h. each in fine arts, historical studies, literary studies)

44 s.h. TOTAL (41-44 s.h. total for transfer students with 30 or more s.h. of transferable work)

Coursework in the major:

Junior Writing in the Discipline (WID)

Senior Capstone Experience

To encourage a broad-based general education, most general education courses for students are outside their majors. Students will be allowed to count a maximum of 9 s.h. taught in their major discipline toward general education requirements.

University College (p. 71)

General Education Program

Paulette J. Marty, Director

Kristin M. Hyle, Assistant Director

www.generaleducation.appstate.edu

A degree from Appalachian State University begins with the General Education Program. Its interdisciplinary curriculum provides a challenging liberal education through which students learn to adapt to new environments, integrate knowledge from diverse sources, and continue learning throughout their lives. The General Education Program draws on nationally identified best educational practices, as well as what employers demand from today's graduates.

The General Education Program has four goals for students: thinking critically and creatively, communicating effectively, making local to global connections, and understanding responsibilities of community membership.

The General Education Program accounts for 44 semester hours of a student's degree program. A total of 29 semester hours come from the program's four integrated perspectives - Aesthetic, Historical and Social, Local to Global, and Science Inquiry - with multidisciplinary themes from which students select their courses.

The program also includes writing courses at the freshman, sophomore, and junior level; quantitative literacy courses to develop reasoning and numerical skills; and a wellness literacy requirement to enhance students' knowledge and management of their personal health in all its dimensions. The General Education Program culminates with a capstone experience in the student's major.

Proposed:

The Undergraduate Program GENERAL EDUCATION PROGRAM

Michael L. Krenn, Director

Kristin M. Hyle, Assistant Director

Martha McCaughey, Faculty Coordinator of First Year Seminar

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General Education Goals and Learning Outcomes

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II. Communicating effectively

RATIONALE: The general education program prepares students to employ modes of communication that can help communities reach both authentic consensus and respectful disagreement. In a two-way interaction, communicating effectively leads to discovery and productive changes in the sender, who may be a writer, speaker, dancer, musician, visual artist, or actor, as well as in the receiver, who may be listening, reading, or watching. As both senders and receivers, successful communicators interact effectively with people of both similar and different experiences and values. They adapt their communication skills with increasing fluency and sophistication to new and increasingly complex situations. Communicating effectively requires sophisticated reading skills in conjunction with a high level of quantitative, technological, and information literacy.

III. Making local to global connections

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

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General Education Requirements

The program requires students to complete an integrated curriculum grounded in a liberal education in the arts and sciences. The general education curriculum requires a total of 44 semester hours (41-44 semester hours for transfer students with 30 or more semester hours of transferable work).

This includes the following required coursework:

- 3 s.h. First Year Seminar (waived for transfer students with 30 or more s.h. of transferable work)
- 3 s.h. First Year Writing
- 3 s.h. Second Year Writing
- 4 s.h. Quantitative Literacy
- 2 s.h. Wellness Literacy
- 8 s.h. Science Inquiry
- 9 s.h. Integrative Learning Experience (all 9 s.h. must be taken within a single theme)
- 12 s.h. Liberal Studies Experience (courses must come from at least three disciplines)
 - 3 s.h. each in Fine Arts, Historical Studies, Literary Studies, and Social Sciences are required. When taken as part of the Integrative Learning Experience and/or Liberal Studies Experience, these requirements add no additional hours to the overall program.

44 s.h. TOTAL (41-44 s.h. total for transfer students with 30 or more s.h. of transferable work)

Coursework in the major:

- Junior Writing in the Discipline (WID)
- Senior Capstone Experience

To encourage a broad-based general education, most general education courses for students are outside their majors. Students will be allowed to count a maximum of 9 s.h. in their major discipline toward general education requirements.

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The General Education Program has four goals for students: thinking critically and creatively, communicating effectively, making local to global connections, and understanding responsibilities of community membership.

The General Education Program accounts for 44 semester hours of a student's degree program. The Integrative Learning Experience helps students to develop the intellectual habits of seeking out diverse perspectives on issues or problems and integrating a variety of information into their decision-making and creative processes through completion of 9 semester hours of courses from within a single multidisciplinary theme. The 12 semester hour Liberal Studies Experience provides students with a broad and varied curriculum where they can explore many different perspectives on the human experience.

The program also includes writing courses at the freshman, sophomore, and junior level; quantitative literacy courses to develop reasoning and numerical skills; a wellness literacy requirement to enhance students' knowledge and management of their personal health in all its dimensions; and 8 hours of Science Inquiry to educate students

in the difference between knowledge that is presented as fact and knowledge that is generated and validated based on rigorous testing. The General Education Program culminates with a capstone experience in the student's major.