

**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.**

<b>ADD</b> <b>CHANGE</b> <b>DELETE</b>	<b>PROPOSAL #</b> _____ <b>EFFECTIVE DATE(semester/ year):</b> _____
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Primary Proposal Author (name and email) \_\_\_\_\_

Department/Program \_\_\_\_\_

College \_\_\_\_\_ Dean \_\_\_\_\_

Course prefix, number, and title: \_\_\_\_\_

Semester(s) offered	Fall	Spring	Summer
Number of seats per semester (estimate)			

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?

**DESCRIPTION TO BE POSTED ON THE GENERAL EDUCATION WEBSITE:** Appalachian's General Education Program aspires to help students develop knowledge, intellectual skills, and habits of mind they will be able to apply to diverse situations throughout their lives. In a short paragraph, please describe some ways that students may later apply the knowledge, skills, and/or habits of mind they develop in your course.

**LEARNING OUTCOMES:**

<p>Articulate at least 2 learning outcomes that <u>all sections of this course</u> will assess. If this course is being proposed as part of an Integrative Learning Experience Theme, one of the learning outcomes must be the same for all courses in that theme. (see Theme Proposal Form for further details)*</p>	<p>Gen Ed Learning Goal this outcome relates to (1, 2, 3, 4)**</p>	<p>For General Education Program assessment purposes, describe some of the methods instructors will use to assess how students are performing on this outcome. (Give as much detail on assessment methods as possible.)</p>

\*Tips for writing learning outcomes:

- Learning Outcomes state what students will be able *to do* when they complete your course.
- Choose action verbs ([http://generaleducation.appstate.edu/sites/generaleducation.appstate.edu/files/blooms\\_tax\\_verbs.pdf](http://generaleducation.appstate.edu/sites/generaleducation.appstate.edu/files/blooms_tax_verbs.pdf).)
- Develop outcomes that are measurable and for which you will be able to gather evidence of student learning.
- Write the outcome to reflect the level of competency you expect college freshmen or sophomores to achieve on completion of your course (for 1000 or 2000 level courses), juniors to achieve (3000 level courses) or seniors to achieve (Senior Capstone courses.)
- For resources on writing learning outcomes, see <http://generaleducation.appstate.edu/learning-outcome-resources>.

\*\*General Education goals:

1. Thinking Critically and Creatively
2. Communicating Effectively
3. Making Local to Global Connections
4. Understanding Responsibilities of Community Membership

**\*\*\*SYLLABUS:** Please attach a sample syllabus (in Word) for the course that includes the learning outcomes you have articulated above.

## CURRICULAR COMPONENT:

Please check which component of the General Education curriculum this course should be considered for and, on the next page, provide the information requested. 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 or a description of your Integrative Learning Experience theme.

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

Respond to all of the following:

- 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:

- d. The course will examine how to collect and interpret quantitative data in order to draw appropriate inferences, understand the role of chance in data collection and statistical inference, and question and validate assumptions.
- e. The course will encourage the development of skills in forming generalizations from recognized patterns in numerical and spatial information, and in forming sound arguments using quantitative information and mathematical analysis.
- f. The course will encourage the development 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 (<http://generaleducation.appstate.edu/science-inquiry-themes>), 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.

- 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 on their own development in the areas of thinking critically and creatively, communicating effectively, making local to global connections, and understanding responsibilities of community membership.

- Integrative Learning Experience—State which Integrative Learning Experience theme you want the course to join and explain in some detail how you plan to integrate the thematic topic into your course (<http://generaleducation.appstate.edu/2015-integrative-learning-experience-0>).

- Liberal Studies Experience—For further information on this component, please visit <http://generaleducation.appstate.edu/2015-liberal-studies-experience-0>.

**CURRICULAR COMPONENT:** Please use this space to provide the information requested by the Curricular Component checked in the previous selection.

## DESIGNATIONS:

Only applicable to courses proposed for the Integrative Learning Experience or Liberal Studies Experience. 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 the information requested. 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:
- The course will focus primarily on works of art, rather than using the fine arts to study some other subject.
  - The course will provide structure and resources which encourage aesthetic discernment through the examination of individual works of art.
  - The course will examine and discuss the relationship between specific works of art and their historical, cultural, and artistic contexts.
  - The course will examine methods and concepts related to the structure and composition of various works of art.
  - The course will offer insights into the creative process by examining and discussing the development and production of various artists.
  - 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:
- 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.
  - The course will provide an understanding of historiography, or the study of the way history has been written. Specifically, they will:
    - Demonstrate how historical perspectives and interpretations evolve over time;
    - Explore approaches to assessing and/or reconciling competing perspectives.
  - 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.
  - 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:
- The course will focus primarily on a body of literature, rather than using literature to study some other subject.
  - The primary methodology will be interpretation and analysis.
  - The subject matter will be primarily literary texts.
  - The course will focus on the interpretation of the content, rhetoric, and/or aesthetics of literary texts.
  - 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:
- The course will examine the behaviors of individuals and/or groups within or between societies.
  - The course will explore social/behavioral science concepts and theories.
  - The course will examine or utilize the methods of scientific inquiry that guide the social/behavioral sciences.
  - The course will include a critical assessment of the nature, scope, and limits of the social/behavioral sciences.

**DESIGNATION:** Provide the information requested by the Designation checked in the previous selection.