

Review of the “Making Connections” General Education Undergraduate Curriculum: Four-Year Follow Up¹ Fall 2010

Executive Summary

This four-year follow up evaluation of the Making Connections curriculum involved 52 faculty members, advising staff members, and members of the Office of Undergraduate Curricula. After carefully reviewing the committee charges and receiving comments about the “Making Connections” curriculum from the campus community via forums, interviews, and e-mail communications, five review subcommittees addressed their charges during the six-month period from April through September 2010. Subcommittee members requested and examined student enrollment data, conducted interviews with relevant stakeholders, performed formal evaluations of sampled course syllabuses, and deliberated about intended and unintended consequences of proposed changes. Each subcommittee produced a report summarizing its activities, evaluation methodology, analyses, and specific recommendations.

The 17 recommendations resulting from this review address several areas where course-taking bottlenecks and redundancies could be reduced. They also identify areas where enhancements could be made with additional development and study. Finally, they suggest ways to improve stakeholder connection to the general education of undergraduates at Carolina by increasing communication with students, parents, and faculty members about the curriculum’s intent and benefits.

The following report provides an overview of the current curriculum, describes key review activities by the five subcommittees, discusses the methods employed, and presents three groups of recommendations approved by the Administrative Boards of the General College and College of Arts and Sciences on October 13, 2010.

Background

In Fall 2006 the “Making Connections” Undergraduate General Education Curriculum at the University of North Carolina Chapel Hill was first implemented after approval by Faculty Council on April 25, 2003.² It replaced a 25-year old curriculum that had been reviewed twice (1990, 1996) and was the focus of a 1995 University self-study. The Making Connections general education curriculum resulted from a multiyear development process involving over 150 faculty members, staff members, undergraduate students, graduate students, and administrators. Immediately following approval by Faculty Council, the General Education Implementation Committee was charged with making the curriculum operational by Fall 2006.

¹ This report was prepared by A. T. Panter (Chair, Curriculum Review Committee) on behalf of the Curriculum Review Steering Committee (Richard McLaughlin, Monika Truemper-Ritter, Barbara Wildemuth, Kenneth Janke, and Gary Pielak), members of the Administrative Boards of Arts and Sciences, and subcommittee liaisons to the Office of Undergraduate Curricula (Dean Bobbi Owen, Associate Dean Erika Lindemann, Nick Siedentop, and Laurie Holst).

² April 25, 2003: Resolution 2003-8 Endorsing the Report of the Undergraduate Curriculum Revision Steering Committee, *Making Connections: A Proposal to Revise the General Education Curriculum. A Report of the Curriculum Review Steering Committee*, March 2003 (Version 1.4). Available online at: http://www.unc.edu/depts/uc/docs/curric_version1_4.pdf.

The primary justification for and strengths of the new Making Connections general education curriculum were outlined in the summary report and website documenting that report:³

“The University of North Carolina at Chapel Hill strives to cultivate the skills, knowledge, values, and habits that will allow graduates to lead personally enriching and socially responsible lives as effective citizens of rapidly changing, richly diverse, and increasingly interconnected local, national, and worldwide communities. The undergraduate experience aims to foster in Carolina graduates the curiosity, initiative, integrity, and adaptability requisite for success in the complex environment of the twenty-first century.

To these ends our curriculum seeks to provide for all students: (1) the fundamental skills that will facilitate future learning; (2) broad experience with the methods and results of the most widely employed approaches to knowledge; (3) a sense of how one might integrate these approaches to knowledge in a way that can cross traditional disciplinary and spatial boundaries; and (4) a thorough grounding in one particular subject. The undergraduate major is dedicated to the fourth of these curricular goals; the General Education curriculum, organized around the theme of “Making Connections,” addresses the other three goals simultaneously.

The General Education requirements that apply to all UNC undergraduates can be outlined as follows:

- **Foundations:** the skills needed to communicate effectively both in English and another language; to apply quantitative reasoning skills in context; and to develop habits that will lead to a healthy life.
- **Approaches:** a broad experience with the methods and results of the most widely employed approaches to knowledge.
- **Connections:** a sense of how to integrate foundational skills and disciplinary perspectives in ways that encourage linkages between discrete areas of knowledge, on the one hand, and differing geographic, social, conceptual, and practical contexts (local, national, global, academic, professional), on the other hand.

In addition, students pursuing the bachelor of arts degree need to satisfy **Supplemental General Education** requirements...”

Overview of “Making Connections” Requirements

The March 2003 report that was approved by Faculty Council specified that the new general education curriculum should be evaluated after four or five years, once the first cohort of undergraduate students (entering class of 2010) had the opportunity to experience the curriculum from start to finish. The final curriculum includes requirements in four major domains: Foundations, Approaches, Connections, and Supplemental Education as summarized in Table 1 and documented in *Criteria for General Education Requirements: Guidelines for the Submission and Review of Course Proposals* (“General Education Criteria Document”).

³ <http://www.unc.edu/depts/uc/06description.html>

Table 1. One-Page Review of Making Connections Curriculum



The University of North Carolina at Chapel Hill
“Making Connections” Curriculum, Effective Fall Semester 2006
General Education Requirements

FOUNDATIONS (17 hours total)

English Composition and Rhetoric (6 hours)

- A two-course sequence in written and oral communication

Foreign Language (7 hours, with level 2 placement)

- Through level 3 (if placed into level 4, must complete it)
- No credit for level 1 of high school language

Quantitative Reasoning (3 hours)

- One quantitative reasoning course

Lifetime Fitness (1 hour)

- One course granting 1 hour academic credit

APPROACHES (25 hours total)

Physical and Life Sciences (7 hours)

- Two courses from approved list, at least one with lab

Social and Behavioral Sciences (9 hours)

- Three courses from at least two different departments or curricula
- One of the three courses must be approved and listed as *Historical Analysis*

Humanities and Fine Arts (9 hours)

- *Philosophical and Moral Reasoning*: One course in philosophical analysis that contains significant content in ethics and moral reasoning
- *Visual, Performing and Literary Arts*: One course in literary arts **AND** one course in visual or performing arts

CONNECTIONS

(0 additional hours, because all courses are eligible for “multiple counting”)

Foundational Connections

- One *Communication Intensive* course
- One *Quantitative Intensive* course

Spatial and Cultural Connections

- *Experiential Education*: One course or program of study (must carry academic credit)
- *U.S. Diversity*: One course
- *The North Atlantic World*: One course
- *Beyond the North Atlantic*: One course
- *The World Before 1750*: One course
- *Global Issues*: One course

SUPPLEMENTAL GENERAL EDUCATION REQUIREMENT FOR B.A. STUDENTS IN THE COLLEGE OF ARTS AND SCIENCES

All students who seek B.A. degrees in the College of Arts and Sciences must take an additional nine hours of coursework. This requirement can be fulfilled in *one* of two ways:

EITHER

The Distributive Option: Crossing Divisions

- Three courses numbered above 199, one in each of the three Divisions of the College of Arts and Sciences outside the student’s primary major.

OR

The Integrative Option: Interdisciplinary Clusters

- Students could choose an interdisciplinary “cluster program” providing nine hours (usually in three courses) that are linked in some way and that focus on a single theme. At least two Divisions or Schools must be represented in the student’s cluster of courses. All courses must be above the introductory level; one may be used in a student’s primary major.

For more information, visit the website of the Office of Undergraduate Curricula, <http://www.unc.edu/depts/uc>

Last revised: February 6, 2006

Key Review Activities, Committee Structure, and Charges

In March 2010 Arts and Sciences Dean Karen Gil and Senior Associate Dean for Undergraduate Education Bobbi Owen began the Making Connections curriculum review. Dean Bobbi Owen charged five subcommittees on Wednesday, March 24, 2010. The subcommittee charges are provided in Appendix A.

Subcommittees were asked to examine the requirements and functioning in the following major curricular areas: Foundations, Approaches, Connections, and Supplemental General Education. An additional subcommittee was charged with addressing curriculum “meta-issues” and functioning, such as analyzing specific bottleneck areas, redundancies, and ambiguities. The standing Curriculum Committee was charged to document all changes recommended as a result of the review process in the General Education Criteria Document. Finally, a Steering Committee comprised of the subcommittee chairs, the Office of Undergraduate Curricula liaisons, and the Curriculum Review Committee chair met regularly during the review period. Committee membership and representation across different departments/units and constituencies are given in Appendix B.

In general, the subcommittees addressed the following themes:

1. Is the number of requirements within each area appropriate?
2. Is the intent of the curricular area adequately reflected in the required courses?
3. Is there evidence that the syllabuses for each curricular area reflect the general education requirements set forth?
4. Are there specific curricular requirements that have led to bottlenecks in course taking or that show potential redundancies?

Figure 1 shows the general committee structure established for the 2010 curriculum review. The top circle represents the Making Connections general education curriculum, which is operationalized in the General Education Criteria Document shown in the circle below. Five subcommittees were then charged, and each worked with a liaison from the Office of Undergraduate Curricula. As noted, the subcommittee chairs served as a Steering Committee throughout the review process. Subcommittee members were primarily drawn from the Administrative Boards of the General College and College of Arts and Sciences.

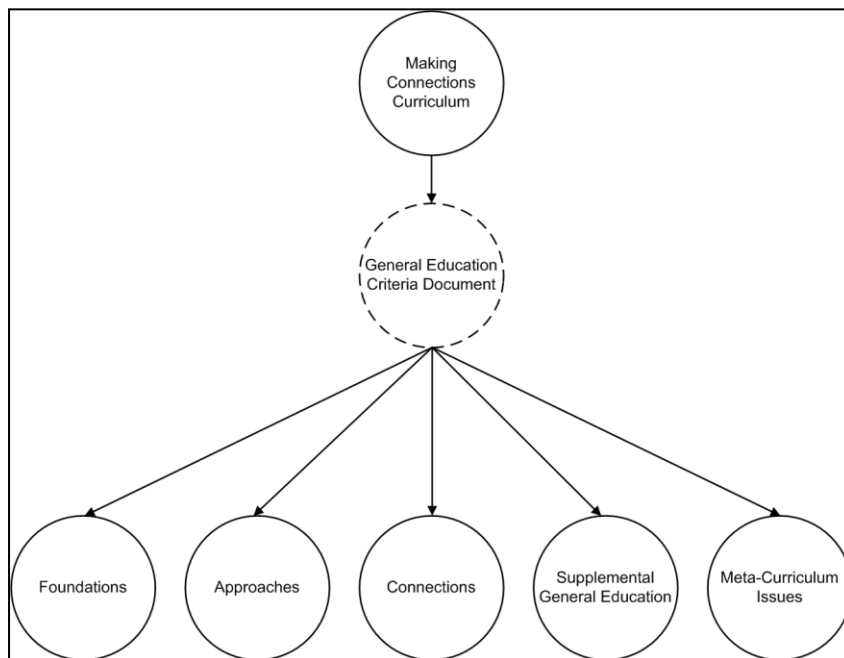


Figure 1. Committee Structure for the 2010 Making Connections Curriculum Review

Table 2 shows the timeline for the six-month review with major milestones noted. In the coming months these recommendations will be reviewed by Dean Karen Gil and then forwarded to the Educational Policy Committee meeting (November 2010) and the Faculty Council (December 2010).

Table 2.

Activities and Timeline of the 2010 Making Connections Curriculum Review

2010 March	April	May	June, July, August	September	October	November	December	2011 January
<ul style="list-style-type: none"> • Dean Owen developed committee charges • Subcommittees formed • Steering Committee met 	<ul style="list-style-type: none"> • Subcommittees charged • Administrative Boards considered task • Comment period began • Student/faculty forums held • Interviews with key informants (advisors, former deans) • Existing data assembled 	<ul style="list-style-type: none"> • Syllabuses sampled • Syllabus rating rubrics created • Subcommittees met • Focus groups with students 	<ul style="list-style-type: none"> • Syllabus reviews conducted • Interviews held • Draft reports exchanged 	<ul style="list-style-type: none"> • Committee reports finalized • Reports due 9.15 • Ad Boards discussed reports: Approaches, Miscellaneous, Supplemental Education • Review updates provided 	<ul style="list-style-type: none"> • Ad Boards discussed reports: Foundations, Connections, Criteria Document • Recommendations drafted • Ad Boards voted • Final curriculum review report submitted 	<ul style="list-style-type: none"> • Dean Gil and Educational Policy Committee consider Ad Boards' recommendations • Report presented to Educational Policy Committee 	<ul style="list-style-type: none"> • Review findings presented to Faculty Council for discussion and vote 	<ul style="list-style-type: none"> • Implementation of approved recommendations begins • Task forces formed if needed to address topics for further study

Methodology

Once charged, each subcommittee met and determined which data were relevant to the review. These were requested on an as-needed basis by subcommittee chairs. There were four primary types of data that were examined, as shown in Table 3. As can be seen, each subcommittee used multiple methods of data collection in developing their recommendations about the charges that they were presented.

Table 3. Data Considered During Deliberations to Address Subcommittee Charges

Subcommittee	Course and Student Enrollment Data	Stakeholder Feedback	Syllabus Review	General Education Criteria Document
1. Foundations	•	•	•	•
2. Approaches	•	•	•	•
3. Connections	•	•	•	•
4. Supplemental General Education	•	•	--	•
5. Miscellaneous	•	•	•	•

Course and Student Enrollment Data. Subcommittee chairs had access to information including: (1) numbers of courses offered within a particular unit and meeting specific Making Connections general education requirements; (2) student course taking patterns; (3) timing of course offerings; (4) average grades of particular courses; and (5) awarded credit via By-Examination mechanisms. The sources of these data included the University Registrar, the Office of Undergraduate Curricula, and the Office of Institutional Research.

Stakeholder Feedback. Stakeholder feedback was obtained in variety of ways.

- At the start of the review an email account (CurriculumReview@unc.edu) was set up to receive comments from students and faculty members about how the Making Connections curriculum was functioning.
- We conducted two 1.5 hour student-staff-faculty forums on April 6th and 13th 2010 in the Pleasants Family Assembly Room, Wilson Library. At that time we also recruited a few undergraduate students for work on the subcommittees. The student-staff-faculty forums and the review e-mail address were advertised in the *Daily Tar Heel*, via listservs of undergraduate student government leaders, and via all-campus informational e-mails to undergraduate students and faculty members.
- Directors of Undergraduate Studies and academic advisors provided feedback during a forum led by Carolyn Covalt and Associate Dean Erika Lindemann on February 25, 2010.
- Abigail Panter met with the Student Government cabinet on April 25, 2010, to discuss the main components of the review and request input into the process.
- Assistant Provost Lynn Williford and Senior Research Associate Anna Li (Institutional Research and Assessment) held focus groups with (a) graduating seniors; and (b) academic advisors in Spring 2010.

Syllabus Review. A charge that spanned several subcommittees involved assessing whether the current course offerings matched the specified general education requirements. To assess these questions, syllabus reviews were conducted by the Foundations, Approaches, Connections, and Miscellaneous subcommittees. Subcommittees decided which syllabuses, from which timeframe, should be sampled, and the Office of Undergraduate Curricula obtained these syllabuses through requests to departments and individual faculty members. Identifying information about the instructor was removed from the reviewed syllabuses. An online assessment tool (using Qualtrics®) was developed by Abigail Panter and Nicholas Sientop in collaboration with subcommittee chairs and their members. Approximately 140 syllabuses were collected and reviewed.

The three different “rubrics” used in the syllabus review are given in Appendix C. These instruments ask general questions about the course, when it was offered, whether there is a final exam, whether there is evidence of 10 pages of writing (or the intellectual equivalent), and specific questions related to the general education requirements. For example, for the Communication Intensive Connection requirement, a description of the requirement from the General Education Criteria Document was provided, together with several questions for subcommittees to address: *1. Writing/speaking must be 20% of the grade. How much is it in this course? 2. Does this course meet criteria for having an emphasis in writing/speaking assignments is on content, as well as process? 3. Does this course meet criteria for providing opportunity for revision of written/spoken assignments?*

At least two subcommittee members rated each sampled syllabus. Completion rates of the review were monitored over a two-month period. When each subcommittee review was complete, an Excel data file was sent to the subcommittee chair for analysis.

General Education Criteria Document. The Making Connections curriculum is operationalized in the General Education Criteria document. As such, the guidance provided by the document served as an important source of information for subcommittee members. From this document, committee members could be clear about the intent of the requirements by the original framers and the relative match of the requirements to the courses offered in the curriculum. The Curriculum Committee, a subcommittee of the Administrative Boards of the General College and College of Arts and Sciences, reviewed this document in April 2010 and, based on its experience reviewing course submissions over the past two years, suggested revisions to the General Education Criteria document. These proposed revisions sought to clarify criteria and address overlapping requirements.

Findings

Subcommittee final reports are given in Appendix D. Each subcommittee chair presented the report findings at meetings of the Administrative Boards of the General College and College of Arts and Sciences on September 15, 2010 (Approaches, Supplemental Education, Miscellaneous) and October 13, 2010 (Foundations, Connections). Simultaneously, Erika Lindemann identified all of the recommendations in each report and worked with Abigail Panter and Nicholas Sientop to identify commonalities in the recommendations across subcommittees. In addition, meaningful categories of the recommendations were identified. The final set of recommendations listed below reflect three major emphases: (1) Specific Revisions to the Making Connections Curriculum; (2) Curricular Changes Requiring Further Development; and (3) Improved Communication with the Campus Community.

Section A. Recommendations Related to Revising the Making Connections Curriculum

Table 4 provides a list of annotated recommendations that reflect specific changes in the curriculum to eliminate bottlenecks and redundancies and to remove requirements that cannot be funded or fulfilled. Members of the Administrative Boards agree that these recommended structural changes also remedy an obvious duplication of effort.

Table 4. Final Recommendations Related to Revising the Making Connections Curriculum (Section A)

Recommendations	Elaboration of the Recommendation
1. To accept placement into level 4 of a foreign language as satisfying the Foundations foreign language requirement through level 3.	Effective with the fall 2011 semester, first-time, first-year students will no longer be required to take the level-4 course to satisfy the level-3 General Education requirement. Particular majors, however, may continue to require that students demonstrate level-4 proficiency (or higher) in a foreign language.
2. To limit the number of times that a student can enroll in an LFIT course to one time only.	Effective with the fall 2011 semester, students may complete only one, one-credit Lifetime Fitness (LFIT) course during their career at Carolina, since the instructional modules and laboratory exercises for all LFIT courses are the same. The Department of Exercise and Sports Science supports this recommendation.
3. To rescind the Foreign-Language Intensive (FI) requirement, effective with the fall 2011 semester.	The College of Arts and Sciences has been unable to fund the requirement.
4. To revise the Supplemental Education requirement so that students pursuing the BA degree (or the BS degree with a major in psychology) may fulfill it in the following ways: <ul style="list-style-type: none">• By completing a second major or a minor;• By completing three courses above 199 that are not being used to fulfill the student’s major requirements. The three courses must be from outside the home department/curriculum of the major and cannot be cross-listed with a course used to satisfy the requirements for the major.• By completing a concentration outside a professional school as part of the degree requirements for graduating from the school.	The intent of the requirement was to encourage students pursuing the BA degree (and the BS with a major in psychology) to seek further education beyond the introductory level in areas outside their majors. Significant numbers of students already do this. Double majors and double minors are increasingly common, with 38 percent of current students affected by this requirement majoring or minoring in a College division different from their primary major. Students also encounter enormous difficulties in fulfilling the divisional distributions of the current requirement. Course offerings are insufficient, especially in the College’s fine arts division, and courses above 199 are often restricted to majors, especially in the College’s natural sciences and mathematics division. Courses in the Cluster Program are offered too infrequently—some have not been offered for two years—to permit students to plan how best to fulfill the requirement. These capacity issues require simplifying the requirement in ways that permit students to fulfill it.
5. To approve no more than two General Education designations, as the norm, for any new or revised course.	This recommendation would become effective with the January 15, 2011, course submission deadline. In exceptional cases, the Curriculum Committee may find that a particular course meets the criteria for a third designation, but a maximum of two designations should be the norm.

Note. These recommendations were approved by the Administrative Boards of the General College and College of Arts and Sciences on October 13, 2010.

Section B. Recommendations Related to Curricular Changes Requiring Further Development

Table 5 shows the list of annotated recommendations documenting areas of the curriculum that require further study and consideration. In several cases our review generated ideas that require further study before implementation can be considered. For example, themes that emerged in the review concerned the limits of standardized test scores given desired curricular goals, the number of By-Examination credits students bring to Carolina at matriculation, the need to follow up on courses that no longer meet the requirements for which they were approved, the purposes for and problems created by cross-listed courses, and prospects for reviving the Cluster Program. Because a number of discrepancies were identified between syllabus requirements and curricular requirements, the Curriculum Committee will examine these cases individually (as seen in Appendix E).

Table 5. Final Recommendations Related to Curricular Changes Requiring Further Development (Section B)

Recommendations	Elaboration of the Recommendation
1. To develop a one-semester, four-credit writing and oral communication course, required of all entering students regardless of scores on AP, IB, SAT, or ACT tests.	This course, once developed and approved by the Administrative Boards, will replace the current ENGL 101/102 Foundations requirement, with honors students being offered the option of enrolling in discipline-specific sections of ENGL 102I. The recommendation has the support of the Department of English and Comparative Literature.
2. To assess the impact of limiting the number of By-Examination (BE) credits that may be applied toward a student's graduation.	The average number of AP and IB hours credited to first-year students has increased from 13 hours in 2000 to 17 hours in 2009, and the percentage of first-years students entering with at least some BE credit has increased from 67% to 83% during the same period. Faculty members expect students to earn at least seven of their eight semesters of graduation credits by completing courses taught by UNC-CH faculty.
3. To charge the Office of Undergraduate Curricula with following up on all courses about which curriculum review subcommittees have raised concerns.	A review of over 140 syllabuses has revealed concerns about particular courses. The Office of Undergraduate Curricula will further the work of the subcommittees in addressing such matters as required final exams, 10 pages of writing, and inappropriate or excessive General Education designations. With the approval of the Curriculum Committee, the General Education designations for particular courses may be revised so that they accurately reflect current course goals and content.
4. To appoint a task force to investigate the goals, advantages, and disadvantages of cross-listing undergraduate courses.	The curriculum review has uncovered numerous problems in managing cross-listed courses. A total of 1,458 UNC-CH courses are cross-listed with at least one other course, for a total of 650 such groupings. A task force appointed by the Senior Associate Dean for Undergraduate Education would offer the broader campus community an opportunity to discuss current policies and practices surrounding such courses. Until the Administrative Boards have had the opportunity to review the task force's recommendations, the current moratorium on cross-listing courses should remain in place.
5. To develop, over the next three years, ways to increase enrollments in the Cluster Program as an informal set of thematically linked courses.	The Cluster Program is popular with students and faculty members in principle but virtually moribund in practice. Fewer than ten May 2010 graduates met the Supplemental Education requirement by completing a cluster. Low-cost means of promoting the 11 existing clusters may serve to increase student enrollment over the next three years. Until this goal is reached, no new clusters will be developed.

Note. These recommendations were approved by the Administrative Boards of the General College and College of Arts and Sciences on October 13, 2010.

Section C. Recommendations Related to Communicating with the Campus Community

Finally, Table 6 presents annotated recommendations related to communicating the rationale and benefits of the Making Connections curriculum to the campus community members. A dominant theme emerging from this review is that key stakeholders (students, their parents, and faculty) do not have a clear understanding of the rationale and structure of the Making Connections curriculum. This finding is borne out in the data collected by all subcommittees, by student and faculty feedback that we received, and especially in the syllabus review. It is a troubling realization. Appendix F summarizes findings from focus groups held with high-achieving seniors by Assistant Provost Lynn Williford and Senior Research Associate Anna Li (Office of Institutional Research and Assessment). The data show that “ambivalence” was the predominant feeling about the curriculum; for many students, the general education curriculum was merely a set of requirements to be checked off a list. The syllabus reviews of general education courses conducted by the Foundations, Approaches, Connections, and Miscellaneous subcommittees also revealed a mismatch between faculty members’ understanding of the curriculum and how the courses they taught fit within that structure. The Curriculum Review Committee recommended many ways to begin to address this general ambivalence and provide guidance for course development in the future. The updated General Education Criteria Document, shown in Appendix G, will also be a major resource for faculty in their efforts to align their course goals with the Making Connections requirements and intent. The Committee also affirmed the intent of the 10-page writing requirement (or intellectual equivalent), even though the costs of implementation remain relatively high in large enrollment courses.

Table 6. Final Recommendations Related to Communicating with the Campus Community (Section C)

Recommendations	Elaboration of the Recommendation
<p>1. To prepare for distribution to students, parents, and instructors a one-page document describing the revised Making Connections curriculum and the essential features of courses fulfilling General Education requirements.</p>	<p>The Office of Undergraduate Education will undertake this project once the revised curriculum has been approved.</p>
<p>2. To develop a checklist that defines the essential components of a course syllabus and describes the criteria for fulfilling particular General Education requirements.</p>	<p>The checklist, developed by the Office of Undergraduate Curricula, should assist faculty members in preparing a complete, clear syllabus for review by the Curriculum Committee and for determining whether a proposed course meets the criteria for the requested General Education designation(s). Students also benefit from a syllabus that clearly and completely describes a course. The checklist should be distributed broadly to faculty members within the College of Arts and Sciences at least annually.</p>
<p>3. To consolidate the suggestions for revising the “Criteria for General Education Requirements: Guidelines for the Submission and Review of Course Proposals” into an amended document for approval by the Administrative Boards and distribution to directors of undergraduate studies and all faculty members.</p>	<p>Curriculum review subcommittees, as well as the Curriculum Committee, have suggested revisions that would update, clarify, and improve the criteria document. The Associate Dean for Undergraduate Curricula will undertake these revisions and present them to the Administrative Boards for approval. This document, which describes the Making Connections curriculum and the criteria for all General Education requirements, is an essential tool for directors of undergraduate studies and offers new faculty members a useful introduction to the goals and structure of the undergraduate curriculum.</p>
<p>4. To encourage the submission of courses numbered below 300 that currently fulfill no General Education requirements so that they can be approved for at least one General Education designation if they meet the appropriate criteria.</p>	<p>The recommendation is intended to encourage academic units to evaluate their course offerings and help increase the supply of courses that fulfill General Education requirements.</p>
<p>5. To encourage directors of undergraduate studies, department and curriculum chairs, and curriculum committees to review syllabuses for new or revised courses before they are submitted for approval or when the instructor of an existing course changes.</p>	<p>This review should ensure that the syllabus includes (1) description of the nature of the final exam and when it will be offered (in most cases, during the scheduled exam period), (2) 10 pages of writing or equivalent intellectual effort if the course fulfills a General Education requirement, (3) a schedule of classes or course calendar for the entire semester, and (4) sufficient evidence that the course meets the criteria for the requested or approved General Education designation(s).</p>

Table 6. Final Recommendations Related to Communicating with the Campus Community (Section C) Continued

Recommendations	Elaboration of the Recommendation
<p>6. To affirm the requirement that all courses satisfying General Education requirements must include at least 10 pages (at least 3,000 words) of writing or equivalent intellectual effort (problem sets, lab reports, creative work).</p>	<p>This requirement enjoys broad support in principle because significant creative, written, or other intellectual work within a disciplinary context encourages students to understand and apply knowledge. Such assignments are not merely a means of testing what has been learned but of making learning possible. Current College policy recommends assigning a teaching assistant when class size exceeds 60 students and a grader for every 80 students; nevertheless, upholding the requirement can be challenging in large classes without the support of a teaching assistant or grader. In such cases faculty members should be free to relax this standard, but in no case should students receive General Education credit for a course in which they have not completed any writing designed to help them interpret for themselves, not just for the instructor, what the course teaches.</p>
<p>7. To recommend that the Center for Faculty Excellence and The Writing Center develop workshops and other opportunities to assist faculty members, graduate teaching assistants, and graders in designing syllabuses, preparing writing and other assignments, and evaluating graded work, especially in large classes.</p>	<p>An extensive review of syllabuses for undergraduate classes reveals that some faculty members produce exemplary documents to inform students about their courses. These might be collected in a “syllabus bank.” Other instructors appear to need considerable help in explaining the purpose and structure of a course, grading criteria, and how and why the course fulfills particular General Education requirements. Advice about designing and evaluating writing assignments, especially for large classes, would encourage greater attention to the 10-page writing requirement in courses that fulfill General Education requirements.</p>

Note. These recommendations were approved by the Administrative Boards of the General College and College of Arts and Sciences on October 13, 2010.

General Curriculum Review Summary

This four-year follow up evaluation of the Making Connections curriculum involved 52 faculty members, advising staff members, and members of the Office of Undergraduate Curricula. After carefully reviewing the committee charges and receiving comments about the “Making Connections” curriculum from the campus community via forums, interviews, and e-mail communications, five review subcommittees addressed their charges during the six-month period from April through September 2010. Committee members requested and examined relevant enrollment data, conducted interviews with relevant stakeholders, performed formal evaluations of sampled course syllabuses, and deliberated about intended and unintended consequences of proposed changes. Each subcommittee produced a report summarizing its activities, evaluation methodology, analyses, and specific recommendations.

The 17 recommendations resulting from this review address several areas where course-taking bottlenecks and redundancies could be reduced. They also identify areas where enhancements could be made with additional development and study. Finally, they suggest ways to improve stakeholder connection to the general education of undergraduates at Carolina by increasing communication with students, parents, and faculty members about the curriculum’s intent and benefits.

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Appendix A Charges to Curriculum Review Subcommittees¹ Foundations

Foundations (17 hours)

Please consider the number of requirements, how they satisfy the overall purpose of the Foundations requirement, and address these specific questions:

- 1. English Composition and Rhetoric.** Should there be a mandatory one-semester writing requirement (with honors sections offered) for all students who enter Carolina regardless of AP credit or score on the SAT II exam? If that occurs, what are the advantages (and disadvantages) of awarding three or four hours of credit for the one-semester course?
- 2. Quantitative Reasoning.** Do the approved courses adhere to the criteria?
- 3. Foreign Language.** Is the requirement that students who place into level 4 must take the course a useful requirement?
- 4. Lifetime Fitness.** Are LFIT courses receiving appropriate academic credit (PHYA courses do not receive credit)? Should students be required to take LFIT courses for graded credit or be allowed to take them Pass/D+/D/Fail? Should students be allowed to repeat the course (is there enough distinction from one section to another to make it a valuable experience)? How many PHYA courses (if any) should a student be allowed to take.
- 5. Syllabus review.** Are the goals met? Do they match the criteria? How should the criteria be distributed to maintain compliance?

General Education is premised upon the ability to communicate effectively both in English and another language and to apply quantitative reasoning skills in context. The Foundations section of the curriculum therefore includes English composition and rhetoric, foreign language, and quantitative reasoning. It also includes a Lifetime Fitness course that encourages the life-long health of graduates.

English Composition and Rhetoric (6 hrs)

All first-year students must successfully complete a two-course sequence of Composition and Rhetoric courses (ENGL 101 and 102), except as noted below. Goals include mastering the technical aspects of writing and speaking, incorporating appropriate source material properly cited, learning to read and listen analytically, and to shape arguments according to purpose and audience. In addition, students in ENGL 102 write papers and give oral presentations of greater length and complexity. They also participate in sustained collaborative projects.

1. Students whose test scores on the SAT Verbal and Subject: Writing tests, or on an English department-administered Written and Oral Examination, indicate sufficient mastery of communication skills to warrant enrollment directly into ENGL 102 are required to take ENGL 102 only.
2. Students whose test scores on the SAT Verbal and Subject: Writing tests, or on an English department-administered Written and Oral Examination, indicate mastery of the communication skills taught in both ENGL 101 and ENGL 102 are exempt from this requirement.
3. Non-native English speakers are offered appropriate small-enrollment classes tailored to their particular needs before they begin the Composition and Rhetoric sequence.
4. Students whose placement scores indicate a need for instruction and practice before beginning the Composition and Rhetoric sequence take ENGL 100 first.

¹ Last revised: March 26, 2010

Foreign Language (7 hrs)

All students must successfully complete level 3 of a foreign language, except as noted below.

1. Students who place into level 4 must successfully complete level 4
2. Students who place beyond level 4 are exempt from this requirement
3. Students who place into level 1 of the language studied in high school (and who continue study in that language) must successfully complete level 3, but will not receive credit toward graduation for level 1
4. Successful completion of ENGL 101 and 102 constitutes satisfaction of this requirement for non-native speakers of English.

Quantitative Reasoning (3 hrs)

All students must successfully complete a core mathematical sciences course that helps them to develop skills and understand concepts in mathematics, data analysis, computing, probability or modeling. Suitable courses include basic courses in calculus, statistics, and finite mathematics. Students who receive Advanced Placement credit (AB or BC) for Math 231 or 232 are exempt from this requirement.

Lifetime Fitness (1 hr)

All students must successfully complete one Lifetime Fitness course. This course will combine practice of a sport or physical activity with broad instruction in life-long health. The course will carry one hour of graded academic credit that will count toward the required total for graduation and for the determination of full-time status in the semester in which the course is taken. Alone among the General Education requirements, this course may be taken on a Pass/D/Fail basis. (No more than two Lifetime Fitness courses may be counted toward the 120 credit hours required for graduation.)

Subcommittee Reports Due: Wednesday, September 15, 2010

Appendix A (Continued)
Charges to Curriculum Review Subcommittees²
Approaches

Approaches (25 hours)

Please consider the number of requirements, how they satisfy the overall purpose of the Approaches requirement, and address these specific questions:

1. **Social and Behavioral Sciences.** Are Historical Analysis courses consistently addressing change over time, or should there be a specific history requirement? Is three the appropriate number of courses?
2. **Humanities and Fine Arts.** Do the courses in philosophical analysis contain significant content in ethics or moral reasoning? Is the distinction between Literary Analysis and Visual and Performing Arts sufficiently clear (film courses appear in both groups of courses)?
3. **Syllabus review.** Are the goals met? Do they match the criteria? How should the criteria be distributed to maintain compliance?

General Education must provide students a broad introduction to, and substantive experience working with, the distinctive methods and results of the most widely-employed approaches to knowledge. Consequently, students must take courses from the following areas:

Physical and Life Sciences (7 hrs.)

All students must successfully complete two courses in the Physical and Life Sciences, at least one of which must include a laboratory component.

Social and Behavioral Sciences (9 hrs.)

All students must successfully complete three courses in the social and behavioral sciences, subject to the following restrictions:

1. At least one course must be in Historical Analysis.
2. The three courses must be from at least two different departments or curricula.

Humanities and Fine Arts (9 hrs)

The Humanities and Fine Arts are divided into three categories.

1. **Philosophical and moral reasoning (3 hrs)**
All students must successfully complete one course in philosophical analysis that contains significant content in ethics or moral reasoning.
2. **Literary Analysis (3 hrs)**
All students must successfully complete one course in literary analysis; the course must principally involve analysis and evaluation of literary texts, or the creation of such texts.
3. **Visual and performing arts (3 hrs)**
All students must successfully complete one course in art, music, drama, performance studies, or film.

Subcommittee Reports Due: Wednesday, September 15, 2010

² Last revised: March 26, 2010

Appendix A (Continued)
Charges to Curriculum Review Subcommittees³
Connections

Connections (0 additional hours)

Please consider the number of requirements, how they satisfy the overall purpose of the Connections requirement, and address these specific questions:

1. **Is there too much overlap? Are all these courses necessary, even with the “0” additional hours possibility? Is there overlap between these courses and Approaches courses?**
2. **Are students taking these courses at an appropriate time in their undergraduate career?**
3. **Foundational Connections. The Foreign Language Intensive requirement has not been implemented due to insufficient resources for appointing qualified instructors and providing classroom space. Should it be implemented or removed from the requirements?**
4. **Communication Intensive. Should these courses reside specifically in the major (or minor)?**
5. **Should the College of Arts and Sciences students be held to the same requirements as those in the professional schools, who are asked to complete five of the eight Connections requirements? If so, how might these courses be selected?**
6. **Experiential Education. Should the criteria be clarified? How can the academic integrity and capacity questions for EE courses in various departments/curricula be addressed?**
7. **Syllabus review. Are the goals met? Do they match the criteria? How should the criteria be distributed to maintain compliance?**

The Making Connections curriculum seeks to integrate foundational skills and disciplinary perspectives in ways that encourage linkages between discrete areas of knowledge, on the one hand, and between different geographic, social, conceptual and applied contexts, on the other hand. Connections courses may be taken in one’s major or minor field, and they may double as Approaches courses or count as multiple Connections courses. This principle of “multiple counting” encourages the disciplinary cross-fertilization, and the purposeful enhancement of students’ “in depth” areas of study, that the Making Connections curriculum was designed to achieve. In pursuit of these overlapping objectives, students will satisfy course requirements in the following areas:

Foundational Connections

1. All students must successfully complete one **Communication Intensive** course, preferably in a major or minor area of concentration. Communication Intensive courses must integrate writing and speaking into the subject matter in evident and important ways.
2. All students must successfully complete a **Quantitative Intensive** course, preferably in a major or minor area of concentration. The purpose of the requirement is to acquaint students with the ways in which quantitative reasoning and methods are applied in a specific field. Students may satisfy the requirement, however, by taking a second Quantitative Reasoning course. A substantial component (roughly half) of any Quantitative Intensive course will involve some of the following: using quantitative methods to model and solve problems, using numerical reasoning; collecting and interpreting quantitative data, mathematical analysis, formal logic and proofs, etc.

³ Last revised: March 26, 2010

Spatial and Cultural Connections

1. **Experiential Education:** All students must successfully complete one course or program of study for academic credit in one of the following five categories, each of which invites the development and application of academic knowledge, skills, and expertise within the context of real-life situations and experiences:
 - Service Learning
 - Fieldwork
 - Sustained and mentored research
 - Internship
 - Study Abroad
 - Direct and sustained engagement in a creative process the results of which are shared with an audience, such as the planning of an art exhibit, a dramatic or musical performance, or the wide circulation (or publication) of one's poetry or prose.

2. **U.S. Diversity:**

All students must successfully complete a course that systematically explores the perspectives/experiences of at least two US groups or subcultures (or important groups within these larger communities). Such groups might include African-Americans, Asian-Americans, European-Americans, Latinos, Native Americans, or distinct subcultures within these broad categories. Courses that address in systematic fashion other aspects of diversity such as age, class, gender, sexuality, region, or religion may also satisfy the US Diversity requirement.

3. **The North Atlantic World:**

All students must successfully complete one course that addresses the history, geography, culture, or society of the world that they themselves inhabit, broadly defined as the North Atlantic (i.e., North America, including Native American cultures, and/or Western Europe.)

4. **Beyond the North Atlantic:**

All students must successfully complete one course that addresses the history, geography, culture, or society of one or more regions geographically distant from the United States, including Asia, Africa, the Middle East, Latin America, Eastern Europe, and the Pacific.

5. **The World Before 1750:**

All students must successfully complete one course that familiarizes them with the distant origins of the world in which they live, since pre-modern periods and places (i.e., the world before 1750) influenced the shape of contemporary civilizations in ways both subtle and profound.

6. **Global Issues:**

All students must successfully complete a course that provides knowledge and understanding of transnational and transregional forces—economic, cultural, political, demographic, military, biological, etc.—that have shaped and continue to shape the global experience.

Subcommittee Report Due: Wednesday, September 15, 2010

Appendix A (Continued)
Charges to Curriculum Review Subcommittees⁴
Supplemental General Education

Supplemental General Education (9 hours)

Please consider the number of requirements, how they satisfy the overall purpose of supplementing general education for students seeking the BA degree in the College of Arts and Sciences, and address these specific questions:

1. **Is Supplemental General Education a valid requirement? Does it create an extra set of courses for students pursuing the BA degree?**
2. **Why are College of Arts and Sciences students held to a different standard than students in the professional schools or those pursuing BS, BFA, and BMus degrees?**
3. **Given the emphasis on interdisciplinarity throughout the curriculum, is the distributive option too restrictive?**
4. **Can the integrative option be fully implemented, given that cluster courses are too infrequently offered? If so, are the clusters too restrictive?**
5. **Syllabus sample. Is the level of courses appropriate? Are the overall criteria met? How should the criteria be distributed to maintain compliance?**

All students who seek B.A. degrees within the College of Arts and Sciences must take an additional nine hours of general education coursework. This requirement can be fulfilled in one of two ways:

A. THE DISTRIBUTIVE OPTION: CROSSING DIVISIONS

The College of Arts and Sciences has four Divisions: Basic and Applied Sciences, Social and Behavioral Sciences, Humanities, and Fine Arts. In this option, the student must successfully complete three non-introductory courses (that is, courses numbered above 200), including one from each of the three Divisions of the College of Arts and Sciences *outside* the student's primary major. The selection of courses is subject to the following restrictions:

- No two courses may be in the same department or curriculum.
- Courses taken to fulfill the Distributive Option may not come from the student's primary major field. Distributive courses may, however, fulfill requirements for a second major or a minor, provided the second major or minor belongs to a department or curriculum within a Division other than that of the primary major.
- Courses taken to fulfill this requirement may not be used to fulfill the Foundations or Approaches requirements. They may, however, be counted multiply to fulfill Connections requirements.

B. THE INTEGRATIVE OPTION: INTERDISCIPLINARY CLUSTERS

"Making Connections" is the central theme in the new curriculum, and the second option for fulfilling the supplemental general education requirements encourages students to make connections as they cross disciplinary boundaries to explore issues or solve problems. In this option, students enroll in a formally constituted Cluster program (to be listed in the Undergraduate Bulletin). Each of these interdisciplinary clusters will require students to take nine hours (usually in three courses) that are thematically and programmatically linked. Students

⁴ Last revised: March 26, 2010

will choose three courses from a roster of at least six courses approved for the Cluster, but the selection of courses will be subject to the following restrictions:

- The courses must be taught by *at least* two faculty members from *at least* two different Divisions or Schools. If they include faculty whose primary appointment is in another School at UNC-CH, at least one of the faculty participants must have their primary appointment in the [College of Arts and Sciences](#).
- The courses must be non-introductory (i.e., numbered above 200.)
- Only three credits from the Cluster may count toward a student's primary major, secondary major, or minor.
- Courses taken to fulfill this requirement may not be used to fulfill the Foundations or Approaches requirements. They may, however, be multiply counted to fulfill Connections requirements.
- Among the three courses chosen to fulfill the cluster requirement, at least two Divisions of the college (or one Division plus one professional School) must be represented.

Subcommittee Report Due: Wednesday, September 15, 2010

Appendix A (Continued)
Charges to Curriculum Review Subcommittees⁵
Miscellaneous

Miscellaneous

This subcommittee is meant to look holistically at study in breadth and study in depth. The other subcommittees have a very narrow purview. This subcommittee's work cannot be conducted in isolation from the work of the other subcommittees. Please consider the following specific questions:

- 1. Connections Curriculum. Are there too many requirements? Is there too much overlap between and among them? Are the proportions among requirements appropriate? Is the structure too complex? SACS requires 30 hours; UNC-Chapel Hill requires 42 (if all works well).**
- 2. What are the implications for double majors? Should additional overlap be allowed or should the overlap be further restricted?**
- 3. Writing across the curriculum. Are the overall criteria appropriate? Does a representative set of syllabuses match the criteria?**
- 4. Are BE (By-Examination) credits appropriate for meeting General Education requirements? Should the overall number be restricted?**
- 5. Are three areas of study in depth appropriate?**
- 6. Does double-counting and/or multiple counting allow successful completion of these requirements? Can one course be used for more than two General Education designations (and a major and/or minor course, too)?**
- 7. Majors vs. degree programs. Can a student major in Spanish and minor in French (Yes)? Major in Spanish and major in French (No)? Major in Interpersonal Communication and major in Speech and Hearing Sciences (No)? Major in Physics and minor in Astronomy (Yes)?**
- 8. Cross-listing. Are the current parameters appropriate? Should they be made more or less restrictive?**
- 9. How and when should the curricular requirements be communicated to students. To faculty? To advisors?**
- 10. Is the criteria document useful? Should it be more widely distributed?**

⁵ Last revised: March 26, 2010

Appendix B

Making Connections Curriculum Review Subcommittee Membership

Foundations

Richard McLaughlin (Chair)	Mathematics
Yaakov Ariel	Religious Studies
Glynis Cowell	Romance Languages; Academic Advising
Chris Johnston	Undergraduate Student
Leena Patel	Undergraduate Student
Dulcie Straughan	Journalism and Mass Communication
Dorothy Verkerk	Art
Heather Williams	History
Marilyn Wyrick	Academic Advising
Erika Lindemann	Office of Undergraduate Curricula Liaison

Represented Constituencies = 8: Academic Advising, Art, History, Journalism and Mass Communication, Mathematics, Religious Studies, Students, Undergraduate Curricula

Approaches

Monika Truemper-Ritter (Chair)	Classics
Allen Anderson	Music
Chris Carter	Undergraduate Student
Aylim Castro	Academic Advising
Art Champagne	Physics and Astronomy
Suzanne Havala Hobbs	Public Health
Michelle Hoyman	Political Science
Beth Shuster	Academic Advising
Adam Versényi	Dramatic Art
Nicholas Siedentop	Office of Undergraduate Curricula Liaison

Represented Constituencies = 9: Academic Advising, Classics, Dramatic Art, Music, Physics and Astronomy, Political Science, Public Health, Students, Undergraduate Curricula

Connections

Barbara Wildemuth (chair)	Information and Library Science
Olivia Blanchard	Undergraduate Student
Drew Coleman	Geology
Bruce Fried	Public Health
Kevin Guskiewicz	Exercise and Sport Science
Li-Ling Hsaio	Asian Studies
Cheryl Junk	Academic Advising
Sally Mauriello	Dentistry
Lily Roberts	Undergraduate Student
Randall Styers	Religious Studies
Christy Walker	Academic Advising
Nicholas Siedentop	Office of Undergraduate Curricula Liaison

Represented Constituencies = 10: Academic Advising, Asian Studies, Dentistry, Exercise and Sport Science, Geology, Information and Library Science, Public Health, Religious Studies, Students, Undergraduate Curricula

Appendix B (Continued)

Making Connections Curriculum Review Subcommittee Membership

Supplemental General Education

Kenneth Janken (Chair)	African and African-American Studies
Conor Farese	Undergraduate Student
Rebecka Fisher	English and Comparative Literature
Jackie Hagan	Sociology
Ashu Handa	Public Policy
Kevin Jeffay	Computer Science
Barbara Lucido	Academic Advising
Barbara Stenross	Academic Advising
Jan Yopp	Journalism/Summer School
Erika Lindemann	Office of Undergraduate Curricula Liaison

Represented Constituencies = 9: Academic Advising, African and African-American Studies, Computer Science, English & Comparative Literature, Journalism/Summer School, Public Policy, Sociology, Students, Undergraduate Curricula

Miscellaneous

Gary Pielak (Chair)	Chemistry
Bethany Corbin	Undergraduate Student
Alice Dawson	Academic Advising
Deborah Eaker-Rich	Education
Miles Fletcher	History
Dale Hoff	Undergraduate Student
Roger Kaplan	Academic Advising
Patricia Parker	Communication Studies
Steve Reznick	Psychology
Sherry Salyer	Academic Advising
Bobbi Owen	Office of Undergraduate Curricula Liaison

Represented Constituencies = 8: Academic Advising, Chemistry, Communication Studies, Education, History, Psychology, Students, Undergraduate Curricula

General Education Criteria Document

Erika Lindemann (chair)	Office of Undergraduate Curricula
Dale Hoff	Undergraduate Student
Kenneth Janken	African and African-American Studies
Kevin Jeffay	Computer Science
Evan Lien	Undergraduate Student
Richard McLaughlin	Mathematics
Abigail Panter	Psychology
Steve Reznick	Psychology
Nick Siedentop	Office of Undergraduate Curricula

Represented Constituencies = 6: African and African-American Studies, Computer Science, Mathematics, Psychology, Students, Undergraduate Curricula

Note. The Curriculum Review Steering Committee was comprised of all subcommittee chairs, as well as the liaisons from the Office of Undergraduate Curricula.

Appendix C Online Rubrics Used in Syllabus Review Foundations

Welcome to the Foundations Syllabus Rubric!!
Syllabus Review
2010 Curriculum Review
Foundations Subcommittee

1. My rater number is: (use drop down box)

- Rich McLaughlin, 1 (1)
- Yaakov Ariel, 2 (2)
- Dorothy Verkerk, 3 (3)
- Heather Williams, 4 (4)
- Marilyn Wyrick, 5 (5)
- Glynis Cowell, 6 (6)
- Leena Patel, 7 (7)
- Chris Johnston, 8 (8)
- Dulcie Straughan, 9 (9)

2. Tell us which course you are rating.

Unit Abbreviation (ENGL) (1)

Course Number (2)

3. When was the course offered?

	Semester			Year				
	Fall (1)	Spring (2)	Not provided (3)	2007 (1)	2008 (2)	2009 (3)	2010 (4)	Not indicated (5)
Mark the semester and year. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Which Foundation requirement does this course meet? (please select one)

- composition and rhetoric (CR) (1)
- foreign language (FL) (2)
- quantitative reasoning (QR) (3)
- lifetime fitness (LF) (4)

5. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

6. Does this course require a final exam? (please select one)Note. CR and FYS courses do not require a final exam.

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is a CR course or a FYS. (4)

7. Does this course meet criteria for this General Education requirement? (please select one)

- yes (1)
- no (2)

8. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

Appendix C Online Rubrics Used in Syllabus Review Approaches

Welcome to the Approaches Syllabus Rubric!!
Syllabus Review
2010 Curriculum Review
Approaches Subcommittee

1. My rater number is: (use drop down box)

- Monika Truemper-Ritter, 1 (1)
- Allen Anderson, 2 (2)
- Adam Versenyi, 3 (3)
- Michelle Hoyman, 4 (4)
- Art Champagne, 5 (5)
- Suzanne Havala Hobbs, 6 (6)
- Beth Shuster, 7 (7)
- Aylim Castro, 8 (8)
- Chris Carter, 9 (9)
- Sierra Hinton, 10 (10)

2. Tell us which course you are rating.

Unit Abbreviation (ENGL) (1)
Course Number (2)

3. When was the course offered?

	Semester			Year				
	Fall (1)	Spring (2)	Not indicated (3)	2007 (1)	2008 (2)	2009 (3)	2010 (4)	Not indicated (5)
Please indicate the semester and year. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Which Approach requirement does this course meet? (please select one)

- PL (1)
- PX (2)
- SS (3)
- HS (4)
- PH (5)
- VP (6)
- LA (7)
- LA/VP with a specific focus on film (8)

PL (1)

1. Does this course meet criteria for scientific content and method?

- yes (1)
- no (2)
- cannot be assessed (3) _____

2. Does this course meet criteria for scientific content and broader perspective?

- yes (1)
- no (2)
- cannot be assessed (3) _____

3. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

4. Does this course require a final exam? (please select one)Note. CR and FYS courses do not require a final exam.

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is a CR course or a FYS. (4)

5. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

PX (2)

1. Does this course meet criteria for scientific content and method?

- yes (1)
- no (2)
- cannot be assessed (3) _____

2. Does this course meet criteria for scientific content and broader perspective?

- yes (1)
- no (2)
- cannot be assessed (3) _____

3. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

4. Does this course require a final exam? (please select one) Note. CR and FYS courses do not require a final exam.

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is a CR course or a FYS. (4)

5. Does this course meet criteria for a significant field component/laboratory?

- yes (1)
- no (2)
- cannot be assessed (3) _____

6. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

SS (3)

1. Does this course meet criteria for scientific study of individual or collective?

- yes (1)
- no (2)
- cannot be assessed (3) _____

2. Does this course meet criteria for quantitative or qualitative methods of analysis and interpretation?

- yes (1)
- no (2)
- cannot be assessed (3) _____

3. Does this course meet criteria for theoretical reflection?

- yes (1)
- no (2)
- cannot be assessed (3) _____

4. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

5. Does this course require a final exam? (please select one)Note. CR and FYS courses do not require a final exam.

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is a CR course or a FYS. (4)

6. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

HS (4)

1. Does this course meet criteria for consistently addressing change over time?

- yes (1)
- no (2)
- cannot be assessed (3) _____

2. Does this course meet criteria for a focus on human behavior in the past?

- yes (1)
- no (2)
- cannot be assessed (3) _____

3. Does this course meet criteria for the study of human behavior in historical, social, and cultural context (including history of discipline)?

- yes (1)
- no (2)
- cannot be assessed (3) _____

4. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

5. Does this course require a final exam? (please select one) Note. CR and FYS courses do not require a final exam.

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is a CR course or a FYS. (4)

6. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

PH (5)

1. Does this course meet criteria for significant content in ethics or moral reasoning?

- yes (1)
- no (2)
- cannot be assessed (3) _____

2. Does this course meet criteria for assessing ideas and understanding philosophical thinking?

- yes (1)
- no (2)
- cannot be assessed (3) _____

3. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

4. Does this course require a final exam? (please select one) Note. CR and FYS courses do not require a final exam.

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is a CR course or a FYS. (4)

5. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

VP (6)

1. Does this course have 2/3 of its content as a literary course that involves reading/analysis/creation of literary texts?

- yes (1)
- no (2)
- cannot be assessed (3) _____

2. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

3. Does this course require a final exam? (please select one) Note. CR and FYS courses do not require a final exam.

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is a CR course or a FYS. (4)

4. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

LA (7)

1. Does this course have 2/3 of its content as the analysis of, or creative expression within, the visual or performing arts?

- yes (1)
- no (2)
- cannot be assessed (3) _____

2. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

3. Does this course require a final exam? (please select one) Note. CR and FYS courses do not require a final exam.

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is a CR course or a FYS. (4)

4. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

LA/VP with a specific focus on film (8)

1. For this course is the distinction between Literary Analysis and Visual and Performing Arts sufficiently clear?

- yes (1)
- no (2)
- cannot be assessed (3) _____

2. Does this course have 2/3 of its content as a literary course that involves reading/analysis/creation of literary texts?

- yes (1)
- no (2)
- cannot be assessed (3) _____

3. Does this course have 2/3 of its content as the analysis of, or creative expression within, the visual or performing arts?

- yes (1)
- no (2)
- cannot be assessed (3) _____

4. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

5. Does this course require a final exam? (please select one)Note. CR and FYS courses do not require a final exam.

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is a CR course or a FYS. (4)

6. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

Appendix C Online Rubrics Used in Syllabus Review Connections

Welcome to the Connections Syllabus Rubric!!
Syllabus Review
2010 Curriculum Review
Connections Subcommittee

1. My rater number is: (use drop down box)

- Barbara Wildemuth, 1 (1)
- Li-Ling Hsaio, 2 (2)
- Kevin Guskiewicz, 3 (3)
- Drew Coleman, 4 (4)
- Randall Styers, 5 (5)
- Bruce Fried, 6 (6)
- Sally Mauriello, 7 (7)
- Cheryl Junk, 8 (8)
- Christy Walker, 9 (9)
- Olivia Blanchard, 10 (10)
- Lily Roberts, 11 (11)

2. Tell us which course you are rating.

Unit Abbreviation (ENGL) (1)
Course Number (2)

3. When was the course offered?

	Semester			Year				
	Fall (1)	Spring (2)	Not indicated (3)	2007 (1)	2008 (2)	2009 (3)	2010 (4)	Not indicated (5)
Please indicate the semester and year. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Which Connections requirement does this course meet? (please select one)

- Beyond the North Atlantic (BN) (1)
- Communication Intensive (CI) (2)
- Experiential Education (EE) (3)
- Global Issues (GL) (4)
- The North Atlantic World (NA) (5)
- Quantitative Intensive (QI) (6)
- US Diversity (US) (7)
- World Before 1750 (WB) (8)

Beyond the North Atlantic (BN) (1)

General description of this requirement: Asia, Africa, the Middle East, Latin America, Eastern Europe, and the Pacific have been important in world affairs, and knowledge of the history, geography, and culture of these regions is necessary for effective citizenship. One course focusing on at least one of these regions is required. That means that at least two-thirds of the course must deal with one of these regions to insure that students have some understanding of a culture that is geographically distant from the United States... The course may concern itself with a specific aspect of culture—such as literature, religion, or art—or may involve historical or other social scientific analysis of the experiences of the people in the society or region. (Criteria document, p. 12-13)

1. Does this course include at least 2/3 of its course content focused on a society or region outside North America and Western Europe (i.e., Asia, Africa, the Middle East, Latin America, Eastern Europe, or the Pacific)?

- yes (1)
- no (2)
- cannot be assessed (3) _____

2. At least 2/3 of course content is supposed to focus on a society or region outside North America and Western Europe (i.e., Asia, Africa, the Middle East, Latin America, Eastern Europe, or the Pacific). How much is it in this course?

- _____ Percent of assigned readings in this course (1)
- _____ Percent of class sessions in this course (2)

3. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

4. Does this course require a final exam during exam period? (please select one) Note. EE, CR, and FYS courses do not require a final exam.

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is an EE course, a CR course, or a FYS. (4)

5. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

Communication Intensive (CI) (2)

General description of this requirement: Content-area courses with an emphasis on written and oral communication in the English language are intended to prepare students to write and speak effectively in their disciplinary area(s). They should directly or indirectly help them recognize that different disciplines have different discourses. Students should be encouraged, though not required, to take a Communication Intensive course in their major or minor area of study. (Criteria document, p .9)

1. Writing/speaking must be 20% of the grade. How much is it in this course?

_____ Percent of grade writing and speaking (1)

2. Does this course meet criteria for having an emphasis in writing/speaking assignments is on content, as well as process?

- yes (1)
 no (2)
 cannot be assessed (3) _____

3. Does this course meet criteria for providing opportunity for revision of written/spoken assignments?

- yes (1)
 no (2)
 cannot be assessed (3) _____

4. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
 no (2)
 equivalent intellectual labor, please specify: (3) _____

5. Does this course require a final exam during exam period? (please select one)Note. EE, CR, and FYS courses do not require a final exam.

- yes, in class (1)
 yes, take home (2)
 no, please specify: (3) _____
 no, this course does not have a final exam because it is an EE course, a CR course or a FYS. (4)

6. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

○ Experiential Education (EE) (3)

General description of this requirement: Experiential education takes many forms and develops many skills. It might develop research skills, promote global awareness, enhance career development, encourage community service, support creative expression, or promote closer relationships among students, faculty, staff, and the wider community. Many, though not all, of the sanctioned learning experiences will be outside the classroom or off-campus. (Criteria document, p. 10)

1. Does this course meet criteria for undergraduate research -- that is, a sustained research experience for academic credit?

- yes (1)
- no (2)
- cannot be assessed (3) _____

2. Service Learning

	yes (1)	no (2)	can't tell (3)
a. Is an approved service learning experience (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. At least 30 hours of supervised service. If so, how many hours? (fill in) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Service meets community-identified needs (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Placement is off-campus (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Course with Substantial Field Trip or Fieldwork Component

	yes (1)	no (2)	can't tell (3)
a. Is a course with a substantial field trip or fieldwork component (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. At least 30 hours of off-campus work. If so, how many hours? (fill in) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Fieldwork incorporates a wide range of subject matter (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Student can investigate original problems or apply professional techniques (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Internship or Experiential Independent Study

	yes (1)	no (2)	can't tell (3)
a. Is a course with a substantial internship or experiential independent study (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. At least 100 hours of service or work. If so, how many hours? (fill in) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Administered by an academic unit (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Student works with faculty advisor from sponsoring unit (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Direct and Sustained Engagement in a Creative Process

	yes (1)	no (2)	can't tell (3)
a. Is a course with a direct and sustained engagement in a creative process (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Coincides with a literary, musical, dramatic, or studio arts class (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Connected with community art program or art used for community purposes (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. At least 30 hours of work. If so, how many hours? (fill in) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Culminates in public programming (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Supervised by a faculty member (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Is this course an approved Study Abroad Program?

- yes (1)
- no (2)
- cannot be assessed (3) _____

7. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

8. Does this course require a final exam? (please select one) Note. CR and FYS courses do not require a final exam. Experiential Education courses may have some form of final project or final evaluation of student work in lieu of a traditional final exam (Criteria document, p. 2).

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is a CR course or a FYS. (4)

9. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

○ Global Issues (GL) (4)

General description of this requirement: One course that provides students with knowledge and understanding of transnational connections and global forces is required. Global forces entail interrelationships among cultures, societies, nations, and other social units, and they include transnational processes such as migration, urbanization, trade, diplomacy, and information flow. Courses treating global forces might analyze globalization in general or focus on particular case studies. For example, the case studies might consider international economics and politics, focus on the changing demography or environment, or highlight transnational issues concerning ethnicity, gender, religion, or language. (Criteria document, p. 13)

1. Does this course include at least 1/2 or 50% of the course content that is focused on human dimensions (perspectives and behaviors of people), rather than natural phenomena or technology?

- yes (1)
- no (2)
- cannot be assessed (3) _____

2. At least 1/2 or 50% of the course content must be focused on human dimensions (perspectives and behaviors of people), rather than natural phenomena or technology. How much is it in this course?

- _____ Percent of assigned readings in this course (1)
- _____ Percent of class sessions in this course (2)

3. Does this course include at least 2/3 or 66.6% of its course on transnational connections between two or more nations or the transnational dynamics of global forces?

- yes (1)
- no (2)
- cannot be assessed (3) _____

4. At least 2/3 or 66.6% of the course content must be focused on transnational connections between two or more nations or the transnational dynamics of global forces. How much is it in this course?

- _____ Percent of assigned readings in this course (1)
- _____ Percent of class sessions in this course (2)

5. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

6. Does this course require a final exam? (please select one) Note. CR and FYS courses do not require a final exam.

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is a CR course or a FYS. (4)

7. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

○ The North Atlantic World (NA) (5)

General description of this requirement: One course that focuses on the North Atlantic World is required. This course may address the history, culture, or society of the region. The purpose of the requirement is to assure that students understand the world in which they live. (Criteria document, p. 11) The “North Atlantic World” is a phrase that at once has geographical and cultural referents. On the North American side, the North Atlantic World refers to the United States and Canada, and it includes the cultures of Native Americans. In Europe, the boundaries are more difficult to draw, but we use the notion of language families to map the borders: the requirement refers to cultures and societies whose dominant language belongs to either the Germanic or Romance language families... Because of the re-gion’s influences on Western Europe and North America, the southern boundaries of the North Atlantic World extend to the Mediterranean — from the Iberian Peninsula to Greece. (Criteria document, p. 12)

1. Does this course include at least 2/3 or 66.6% of course content that is focused on the North Atlantic world?

- yes (1)
- no (2)
- cannot be assessed (3) _____

2. What countries/regions are covered in this course (NA and other)?

3. At least 2/3 or 66.6% of this course content must be focused on the North Atlantic world. How much is it in this course?

_____ Percent of assigned readings in this course (1)

_____ Percent of class sessions in this course (2)

4. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

5. Does this course require a final exam? (please select one)Note. CR and FYS courses do not require a final exam.

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is a CR course or a FYS. (4)

6. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

○ Quantitative Intensive (QI) (6)

General description of this requirement: This second-level requirement is intended to develop and refine quantitative-reasoning skills in context and to integrate the foundational skills across the curriculum, acquainting the student with how quantitative methods are applied in his or her major fields of interest. Students should be encouraged to take a Quantitative Methods course in their major or minor area of study, or an allied field, when feasible. This course can either be (a) an additional core mathematical sciences course (as described in the Foundations component above); or (b) a course in any department with a substantial quantitative component (at least half). (Criteria document, p. 10)

1. Does this course require "some" of the following?

	yes (1)	no (2)	can't tell (3)
a. Quantitative methods to model and solve problems, including the development and implementation of computational algorithms (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Numerical reasoning above the level of basic algebra and trigonometry (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Collecting and interpreting quantitative data (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Constructing logically sound arguments and recognizing fallacies by using quantitative information, mathematical analysis, formal logic, and proofs (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Expressing ideas and concepts from the mathematical sciences orally and in writing (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Connecting the role of the mathematical sciences to cultural change, to other sciences, and to the arts and humanities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

3. Does this course require a final exam? (please select one)Note. CR and FYS courses do not require a final exam.

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is a CR course or a FYS. (4)

4. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

○ US Diversity (US) (7)

General description of this requirement: One course that aims to help students develop a greater understanding of diverse peoples and cultures within the United States and, thereby, enhance their ability to fulfill the obligations of U.S. citizenship, is required. (Criteria document, p. 11)

1. Please describe the way the US Diversity Requirement is implemented in this course.

	Click to write Column 1			Click to write Column 2
	yes (1)	no (2)	can't tell (3)	Which groups? Which aspects? (1)
a. Does this course explore perspectives/experiences of at least two US groups or subcultures? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Does this course address other aspects of diversity such as age, class, gender, sexuality, region, or religion? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Is this course reasonably balanced and well integrated in its treatment of the groups/aspects of diversity studied? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

3. Does this course require a final exam? (please select one) Note. CR and FYS courses do not require a final exam.

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is a CR course or a FYS. (4)

4. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

○ World Before 1750 (WB) (8)

General description of this requirement: One historically-oriented course that focuses on the period prior to 1750 CE is required... This requirement, which aims to provide some chronological scope to the curriculum, is included because pre-modern periods of human history differed significantly from our own, and pre-modern ideas, practices, and institutions continue to exert a profound influence on the contemporary world. (Criteria document, p.12)

1. Does this course include at least 2/3 of its course content focused on human beliefs, practices, or institutions pre-1750?

- yes (1)
- no (2)
- cannot be assessed (3) _____

2. At least 2/3 or 66.6% of course content is supposed to focus on human beliefs, practices, or institutions pre-1750. How much is it in this course?

_____ Percent of assigned readings in this course (1)

_____ Percent of class sessions in this course (2)

3. Does this course focus on content that is historically-oriented, i.e., deals with change over time or is situated within a cultural, political, or social context?

- yes (1)
- no (2)
- cannot be assessed (3) _____

4. This course is supposed to focus on content that is historically-oriented, i.e., deals with change over time or is situated within a cultural, political, or social context. How much is it in this course?

_____ Percent of assigned readings in this course (1)

_____ Percent of class sessions in this course (2)

5. Does this course help students to attain a broader and deeper understanding of pre-modern history and insight into the ways in which events and processes occurring hundreds or thousands or years ago continue to affect us today?

- yes (1)
- no (2)
- cannot be assessed (3) _____

6. Does this course include 10 pages of writing? (please select one)

- yes, please specify the types of writing: (1) _____
- no (2)
- equivalent intellectual labor, please specify: (3) _____

7. Does this course require a final exam? (please select one) Note. CR and FYS courses do not require a final exam.

- yes, in class (1)
- yes, take home (2)
- no, please specify: (3) _____
- no, this course does not have a final exam because it is a CR course or a FYS. (4)

9. Please provide any additional information that you would like about this course. (optional)

Thanks for evaluating this syllabus!! If you would like to do another one, please submit your responses below. You will then receive a note saying your responses have been recorded and a link. Follow that link and evaluate another one!

Appendix D

Final Reports from Subcommittees

Foundations

Foundations Subcommittee Report UNC-CH General Education Curriculum Review

Members: Yaakov Ariel (Religious Studies), Glynis Cowell (Romance Languages; Academic Advising Program), Erika Lindemann (Liaison, Office of Undergraduate Curricula), Richard McLaughlin (Mathematics, Committee Chair), Dulcie Straughan (Journalism and Mass Communication), Dorothy Verkerk (Art), Heather Williams (History), Marilyn Wyrick (Academic Advising Program).

Charges: The committee examined a list of committee charges through a series of detailed committee meetings and out-of-committee research on various items concerning a screening of a sample of course syllabi to determine if the Foundations curriculum criteria are adhered to. The specific list of charges this committee addressed is as follows:

- 1. English Composition and Rhetoric. Should there be a mandatory one-semester writing requirement (with honors sections offered) for all students who enter Carolina regardless of AP credit or score on the SAT II exam? If that occurs, what are the advantages (and disadvantages) of awarding three or four hours of credit for the one-semester course?**
- 2. Quantitative Reasoning. Do the approved courses adhere to the criteria?**
- 3. Foreign Language. Is the requirement that students who place into level 4 must take the course a useful requirement?**
- 4. Lifetime Fitness. Are LFIT courses receiving appropriate academic credit (PHYA courses do not receive credit)? Should students be required to take LFIT courses for graded credit or be allowed to take them Pass/D+/D/Fail? Should students be allowed to repeat the course (is there enough distinction from one section to another to make it a valuable experience)? How many PHYA courses (if any) should a student be allowed to take?**
- 5. Syllabus review. Are the goals met? Do they match the criteria? How should the criteria be distributed to maintain compliance?**

Note: While we were charged to examine the PHYA questions in Item 4, we were directed following the review to remove the item from further consideration.

- Meetings:**
- 1. 3/31/2010** (reviewed charges, addressed points 2, 3, 5)
 - 2. 4/28/2010** (met with Jane Danielewicz from the Department of English and Comparative Literature regarding point 1)
 - 3. 5/4/2010** (met with Barbara Osborne and Becca Battaglini from the Department of Exercise and Sport Science regarding point 4)

Findings

Charge 1: All students to take a one-semester four-credit writing and oral communication course

The committee unanimously endorsed the idea of developing a new, one semester, mandatory writing and oral communication course for four credit hours to replace the existing two-semester sequence English 101/102. This course, which has the support of the Department of English and Comparative Literature, would be taught as a three-credit-hour classroom course, with the additional credit hour obtained through a recitation session. The rationale for this change is to insure that all Carolina students be trained in university-level writing and oral communication skills. Many students passing out of the 101/102 sequence via SAT, ACT, IB, and/or AP credit are missing key training in writing and oral communication skills, which is essential in all disciplines, and further missing out on important library, research, and oral communication skills. The committee discussed alternatives to this modification, such as raising the placement bar to further guarantee that Carolina students receive proper training in written and oral communication. While such an approach would increase the number of students taking the 101/102 sequence, it still would not necessarily guarantee that all Carolina students receive proper training in written and oral communication. Students presently placing out of 101/102 are not receiving the university-level training desired of a Carolina student. Further, increasing the passing bar still amounts to relying too heavily upon the metrics invoked by SAT, ACT, IB, and AP (and for that matter the non-uniform training offered by high schools).

A cost-benefit analysis reported to the committee by Dean Bobbi Owen suggested that the increased numbers of students taking this new course could be safely accommodated with the planned reduction to a single course of four credit hours without increasing the workload in the Department of English and Comparative Literature, which would administer this new course. This new course could be taught by faculty trained in composition, though other qualified personnel (advanced graduate students, and adjunct appointments) could teach this course as well. Clearly an advantage of offering the course as three credit hours is that it is less demanding upon the units administering the course. But the cost analysis indicates that a fourth credit hour incurs no additional cost over the present approach, and is essential in moving from a two-semester sequence to a single semester sequence.

Possible issues associated with this change include providing for honors students sections of ENGL 102I (discipline-specific writing and oral communication courses for the sciences, humanities, social sciences, law, and business), the need for course coordinators, and lab coordinators for the fourth credit hour. Also, both 101 and 102 would need to be temporarily kept on the books for the next three to four years to serve students entering UNC-CH under the current ENGL 101/102 requirement.

A note about placement testing: Departments and curricula reserve the right to determine how they will use placement tests and scores—or not. So if a department chooses not to award credit for an AP placement score of 2, for example, it can make that determination. In the case of the proposed ENGL course, the department would make the determination NOT to accept any placement score from any placement test; such a decision needs the support of the Administrative Boards because a General Education requirement is involved, and because it's unusual for a university to not accept some placement credit for first-year composition courses. However, several peer institutions no longer accept AP credit for placement into or exemption from first-year writing courses, among them Stanford University, the University of Michigan, and Penn State University.

Charge 2: Are QR courses meeting QR requirements

The issue regarding if the currently approved quantitative reasoning courses meet the actual criteria for this Foundation requirement was examined through a detailed evaluation of selected course syllabi. It was generally found that the current list of approved courses does meet the criteria, and a summary of the detailed syllabi evaluations is given in an appendix. However, there are three First Year Seminars

(COMP 050, 066, 070) which presently satisfy the QR general education requirement. First Year Seminars cannot satisfy Foundations requirements, and this error should be corrected. The fact that no mathematics first-year seminars currently satisfy the QR requirement further emphasizes the need to correct this error. An additional course which currently satisfies the QR requirement but which is under question is PHIL 155. A detailed history provided by Sue Goodman from the Department of Mathematics that this course was not recommended for QR, but somewhere along the way, QR was assigned to this course, again, presumably a clerical error that should be corrected. This history is provided in an appendix to this document. Lastly, the content of an additional first-year seminar, PHYS 071, satisfying the QI connections requirement, was also examined. The syllabus provided no information regarding the quantitative methods applied; the course does not appear to satisfy the QI requirement, and should be re-examined by the Curriculum Committee of the Administrative Boards.

Charge 3: Remove the stipulation that students placing into level 4 be required to take course to satisfy the level-3 FL requirement

The issue here concerns a detail of the foreign language requirement involving students placing into level 4 of a foreign language: Currently, students whose placement exam scores place them into level 4 of a foreign language (typically numbered 204 or 404) are required to take the level 4 course in order to demonstrate that they have level-3 proficiency in the language and, thus, have satisfied the FL General Education requirement. This is so even if the student's major doesn't require a level-4 FL course. The Foundations committee discussed this policy and didn't see the sense in it. If a department has accepted the validity of a placement exam that assigns students to a FL level-4 course, why not just accept the results of the placement exam and give students BE credit for level 3 (to certify that they have met the FL requirement)? If we trust our placement exam policies, then a student who has placed into level 4 should be regarded as having proficiency at level 3—without the additional requirement of taking a level-4 course. If we don't trust our placement exam policies, then faculty need to fix the policies/cut-off scores, or whatever is needed, rather than asking students to "validate" (by taking a level-4 course) the faculty-established placement scores. A placement exam score sufficiently high to place a student into level 4 should, by itself, satisfy the level 3 FL requirement. The current practice is peculiar, as the practice of validating a lower-level course by taking the next course in a sequence doesn't appear elsewhere in the curriculum. Additionally, in meeting with the academic advisors, Dean Lindemann found considerable support for doing away with the requirement that students who place into level 4 must pass the level-4 course before receiving credit for having satisfied the level-3 requirement. Hence we recommend: Recommendation: To rescind the requirement that students placed into level 4 of a foreign language must complete the level-4 course to satisfy the foreign language Foundations requirement. Placement into level 4 of a foreign language is sufficient evidence that a student has demonstrated level-3 proficiency and merits By-Examination (BE) credit for the level 3 course.

An additional note regarding this particular recommendation and placement tests, as contrasted with Charge 1 above: In this case, foreign language departments and the College HAVE chosen to accept certain placement test and scores. The proposed recommendation is upholding those tests and scores as the ONLY basis for having satisfied the FL requirement; in other words, we're saying that taking a level-4 course to satisfy level-3 proficiency is double jeopardy and unnecessary. In contrast, the recommendation in Charge 1 is to NOT accept scores from any placement tests, and require ALL students to take a one-semester writing and oral communication course.

Charge 4: Lifetime fitness course limits, and academic credit

The committee met at length with Barbara Osborne and Becca Battaglini from the Department of Exercise and Sport Science, who provided a detailed explanation of the academic content of UNC-CH's LFIT courses, and the committee was satisfied that these courses do provide sufficient academic work to merit UNC credit hours. But the committee felt that the academic content is redundant if taken an additional time and recommends that all students be limited to taking one and only one lifetime fitness

during their studies at UNC-CH. Further, the committee feels that the appropriate credit for a lifetime fitness course should remain at one credit hour, the current credit offered for a lifetime fitness course. Both Barbara Osborne and Becca Battaglini were satisfied with this recommendation, and it has the support of the Department of Exercise and Sport Science and the unanimous support of the committee.

Charge 5: Syllabus Review

The committee conducted a syllabus review of selected Foundations courses to determine if the courses are indeed meeting the guidelines for satisfying the various General Education requirements. An addendum to this report contains a course-by-course summary of this review. In general, the reviewed courses were observed to satisfy the General Education requirements. A few courses (such as the QR/QI courses listed in Charge 2 above) were found not to satisfy the requirements. With the exception of the noted QR and QI courses already listed, the shortcomings were syllabi-related. It appears that a few course syllabi do not make it sufficiently clear whether the General Education requirements are being met. This is likely a shortcoming of the syllabi themselves and does not reflect an error in the process of approving the course's General Education designations in the first place (with the noted exception of the QR/QI courses). The committee recommends that some better means of disseminating the content of the General Education requirements be developed so that instructors developing new courses, students taking courses, and instructors writing syllabi for existing courses better understand the requirements.

Note. The Foundations subcommittee also provided appendices with raw data for the course syllabus review, the original recommendations for QR courses, showing PHIL 155 not slated for QR, and additional email from Sue Goodman from the Department of Mathematics regarding this issue. These appendices are not given in this Making Connections Curriculum Review report.

Appendix D

Final Reports from Subcommittees

Approaches

Monika Truemper-Ritter (Chair)	Classics
Allen Anderson	Music
Chris Carter	Undergraduate Student
Aylim Castro	Academic Advising
Art Champagne	Physics and Astronomy
Suzanne Havala Hobbs	Public Health
Michelle Hoyman	Political Science
Beth Shuster	Academic Advising
Nick Siedentop	Office of Undergraduate Curricula Liaison
Adam Versényi	Dramatic Art

I. Context

A broad experience with the methods and results of the most widely-employed approaches to knowledge is considered to be an essential part of General Education. Thus, the Approaches section includes Physical and Life Sciences (two courses), Social and Behavioral Sciences (three courses, of which one in Historical Analysis), and Humanities and Fine Arts (three courses, each one in Philosophical and Moral Reasoning, Literary Arts, and Visual & Performing Arts).

II. Committee members and charges

The committee included Allen Anderson, Art Champagne, Chris Carter Aylim Castro, Suzanne Havala Hobbs, Michele Hoyman, Beth Shuster, Monika Truemper, and Adam Versényi. The committee was asked to consider the six following specific questions and also to review whether courses currently listed as fulfilling the approaches requirement actually meet the relevant requirements.

1. Do Historical Analysis (HS) courses consistently address change over time or should there be a specific history requirement?
2. Do the courses in Philosophical Analysis (PH) contain significant content in ethics or moral reasoning?
3. Is the distinction between Literary Analysis (LA) and Visual & Performing Arts (VP) sufficiently clear, particularly for film courses?
4. Can Arts and Crafts courses fulfill the VP requirement?
5. Is three Social and Behavioral Sciences (SS/HS) courses the appropriate number of courses?
6. How should the criteria be distributed to maintain compliance?

III. Communication

The committee met twice: after the Administrative Board Meeting on March 23; and on April 27, 3-5 pm. Otherwise, the committee communicated by phone, Blackboard (for access to data), and primarily by email.

IV. Methods

The assessment was based on a review of the syllabi of 61 courses that had been selected in order to answer the specific questions and to cover all different areas of Approaches evenly. Courses were selected according to size, popularity, and times offered: All had been taught in the fall of 2009 and/or the spring of 2010, and most of them commonly have high enrollments, serving many students to fulfill their Approaches requirements. The 61 courses included 12 Physical and Life Sciences (PL) courses with field experience/laboratory requirement (PX) (6 PL/6 PX); 11 Non-Historical Social and Behavioral Sciences

(SS) courses; 9 Historical Analysis (HS) courses; 10 Philosophical and Moral Reasoning (PH) courses; 8 Literary Arts (LA); and 11 Visual & Performing Arts (VP) courses.

Most syllabi were reviewed by at least two members of the committee. For the review, a set of criteria was defined based on the General Education Criteria Document. The results were submitted in online rubric sheets which in the end were combined in one Excel file. The deadline of June 30 for submitting reviews online was met by all of the committee members.

V. Discussion

The review of syllabi was a straightforward process, and there was overall very little disagreement between reviewers in the assessment of courses. The statistical data in the final excel file provided clear answers to questions nos. 1-3 and conclusive data for the general assessment or approaches courses as well as the discussion of question no. 6. It was not clear to the committee, however, whether the syllabi submitted for current review were identical with those that had originally been submitted to the curriculum committee in 2006 or later. Thus, ambiguities in syllabi may go back to modifications that were made, for example, when instructors of courses changed.

Question no. 4 was only brought forward to the committee after courses had been selected and the review process had begun. Thus, while no Arts and Crafts course was among the selected courses, committee members felt still confident to answer the question based on their knowledge of and experience with these courses.

The committee decided early on in the review process that it cannot evaluate question no. 5 based on any of the available data. It was not clear to the committee first, what the appropriate number of SS/HS courses should; and second, why SS/HS was singled out among the approaches requirements, and why it was not proposed to increase Humanities and Fine Arts courses (also three) or Physical and Life Sciences courses (only two). Therefore, it was agreed that this question goes far beyond a review of the implementation of the curriculum's Approaches component and can only be assessed on a higher level, notably by a committee discussing the balance between all different General Education requirements.

VI. Recommendations

Since similar problems arose both in the assessment of the specific questions and Approaches courses in general, recommendations regard all Approaches courses, while still referring to specific questions where appropriate.

- Assuming that the curriculum committee approved all syllabi that were reviewed by this committee (see above), it should in future control more closely that all requirements as outlined in the Criteria Document are really met. It should set up—either in addition to the Criteria Document or embedded in a modified version of this document—a clearer checklist of requirements both for review by the curriculum committee and for distribution to instructors who plan to submit new courses—and ultimately for students to clearly understand the purpose of a course from its syllabus. Students particularly demanded that syllabi do not only state that they fulfill certain General Education requirements, but how and why they do this.
- This checklist of requirements should be distributed to faculty on a regular basis (question no. 6). New faculty should get this **before** starting to teach either existing courses (which they may want to modify) or new courses. They could get the list from their department chairs or undergraduate directors upon signing the contract or official employment. (While orientation events and courses of the Center for Teaching and Learning could also serve to distribute the checklist, these commonly take place only at the beginning of the semester and thus too late to significantly modify syllabi). The checklist should be sent to the entire faculty at the end of each semester so that it could be taken into account when planning courses for the next semester. Department chairs (and undergraduate

directors) should be encouraged to control that the criteria are maintained when instructors of existing courses change.

- Here are some examples of what should be stated more clearly in the criteria document, the checklist, and the syllabi:
 - Referring to question no. 1: While change over time seems to be addressed in all HS courses, this is not always clear as a central aspect from the syllabi. Thus, no specific history requirement is necessary, but all HS courses should make clear in content and syllabus that change over time is a major component of the course.
 - Referring to question no. 2: Most PH courses seem to contain significant content in ethics and moral reasoning. Some courses clearly discuss authors who have written about ethics and moral reasoning without making sufficiently clear in the syllabus, however, that an engagement with ethics and moral reasoning is really a major component of the course (and that these authors are not mainly treated from a historical or literary point of view).
 - Referring to question no. 3: The distinction between LA and VP courses is sufficiently clear in the majority of courses, including specific film courses. Since some ambiguities still existed, also for one of the five film courses reviewed, syllabi of film courses should make explicitly clear whether films are primarily analyzed from a literary/historical/sociological (LA) or visual/aesthetic/artistic (VP) point of view. In addition, a list of criteria should be set up of what should be done in LA-film courses vs. VP-film courses (aims, contents, methods, theories, etc.).
 - Referring to general requirements, notably the 10 pages writing requirement: Syllabi should clearly state not only that writing is required, but how many pages are required, whether they are graded, and what exactly is the format and purpose of this writing (research paper, essay, journal entry, lab report, etc.).
 - Referring to general requirements, notably final exams: Syllabi should clearly state the nature and purpose of final exams.
- Arts and Crafts courses should fulfill the VP requirement (question no. 4).
- The balance of General Education courses (question no. 5)—within the section of approaches as well as between different sections (foundations, approaches, connections, etc.)—should be discussed on a higher level, as it fundamentally regards the composition of the entire new curriculum.
- While most of the 61 reviewed courses fulfill the specific rubric requirements regarding contents, methods, theories, etc., the following courses should be revised or taken from the list of General Education courses: ASIA 162, COMM 140, GEOG 120, LING 101, PHIL 101, PHIL 134, SOC 130, WMST 121.
- In the general review of all 61 courses, the 10 pages writing requirement or equivalent intellectual work emerged as the most problematic issue. The nature, purpose, and particularly length of assignments are often not sufficiently indicated in syllabi. Thus, for 14 courses (23%) this requirement cannot be assessed, and in 16 (26%) further cases it is currently not met. Therefore, this requirement needs clarification and critical revision, addressing, for example, the following issues: It should be made clearer what exactly are 10 pages (size/format of page; word count; font size of text and notes; line spacing; text only, or also footnotes, bibliography, illustrations; etc.); which formats are considered to be intellectual work (e.g., also blogs?); whether all pages must be corrected and graded; whether an essay/paper etc. fulfilling the 10 pages writing component can entirely substitute for the obligatory final exam (“take-home examination,” as practiced in some courses)—distinctions between take-home examination, midterm or final exam, midterm or final essay (counting towards the 10 pages) are not clear.

It is obvious that this requirement is problematic logistically in large courses with 150-400 students. The number of Teaching Assistants in large courses could almost never be determined from the

Syllabi, but some committee members knew from their own experience and their colleagues that often only 2-4 Teaching Assistants are available. While the committee is in general strongly in favor of keeping the writing requirement for General Education courses, some changes seem necessary. For example, a ratio of Teaching Assistant to number of students (or pages to be graded: e.g., a minimum of 1 TA per 30-40 students/300-400 pages) could be introduced, and if this cannot be met by departments, they could be allowed to lower the writing requirement accordingly in these courses or to possibly even drop it altogether in exceptional cases. In addition, regular workshops and training possibilities for both faculty and TAs should be offered that would teach them how to set up General Education paper assignments and grade these papers more efficiently.

While the 10 pages writing requirement is a problem in large lecture courses that needs revision, the committee unanimously agreed that the solution cannot be to remove General Education requirements from these courses, because often these large courses offer the only possibility for students to fulfill the requirements at all.

ATTACHMENT FOR APPROACHES SUBCOMMITTEE REPORT

Detailed analysis of data

- Final exams are mostly taken in class; in only five cases a final exam or equivalent could not clearly be identified: AMST 246, ASIA/RELI 180, COMM 140, ENGL 142, GEOL 109.
- The 10 pages writing requirement or equivalent intellectual work is clearly the most problematic issue. The nature, purpose, and particularly length of assignments (papers, essays, responses, journal entries, etc.) are often not sufficiently indicated in syllabi. Thus, for 14 courses (23%) this requirement cannot be assessed, and in 16 (26%) further cases it is currently not met.

1) *Physical and Life Sciences with field experience/laboratory requirement (PL/PX)*

Six PL and six PX were reviewed, of which six are paired as lecture plus lab courses.⁶ All courses focus on scientific content and scientific method (only questioned for GEOL 109 by 1 of 2 reviewers), and also devote a significant amount of time to the science's broader perspective. In the six PL courses, the 10 pages writing requirement⁷ seems to have been largely met, although three courses require equivalent intellectual work whose purpose and amount is not always clearly identifiable (ASTR 101, BIOL 101, PHYS 100). In the six PX courses this requirement seems to be met by the field experience component and related work. All of the six PX courses include a significant field experience, only questioned by one of two reviewers for PHYS 104. 11 of 12 courses have an in-class final exam, only GEOL 109 requires neither a final exam nor an identifiable equivalent.

2) *Non-Historical Social and Behavioral Sciences (SS)*

11 courses were reviewed.⁸ All courses focus on the scientific study of individual or collective behavior, which was only questioned by one of two reviewers for LING 101. Four of 11 courses do not clearly draw on established quantitative or qualitative methods of analysis and interpretation (certainly LING 101, SOC 130, WMST 121, possibly GEOG 120). Whether theoretical reflection on empirical findings is a part of the course cannot be assessed for three of 11 courses (GEOG 120, LING 101, SOC 130). The 10 pages requirement is not met in 7 of 11 courses (ECON 101, GEOG 120, LING 101, PLCY 101, POLI 130, SOC 130, WMST 101). Final exams seem to be part of all courses, in two cases with take home components (AFRI 265, RELI 121).

Several courses of this rubric seem to be overall problematic and should be reviewed or taken from the list of SS courses: esp. LING 101 and SOC 130, possibly also GEOG 120 and WMST 121.

3) *Historical Analysis (HS)*

Nine courses were reviewed in order to answer the specific question of whether HS courses consistently address change over time, or of whether there should be a specific history requirement.⁹ Change over time is addressed in all courses, although in several cases (AFAM 101, ANTH 151) it is not clear from the syllabus that this is really a central aspect of the course.

The systematic study of human behaviors in past times is central in all courses (only questioned for ANTH 145 by one of three reviewers). The 10 pages writing requirement¹⁰ is not fulfilled in four of nine courses (ASIA/RELI 180, CLAR 120, HIST 128, RELI/JWST 106). While in one case as little as a group

⁶ PL: ASTR 101, BIOL 101, GEOL 109, MASC 101, PHYS 100, PSYC 101. PX: ASTR 101L, BIOC 107, BIOL 101L, BIOL 252, GEOL 101L, PHYS 104. Paired: ASTR 101/L, BIOL 101/L, GEOL 109 with 101L.

⁷ 10 pages writing requirements stands here for both 10 pages of written work over the course of the semester and equivalent intellectual work.

⁸ AFRI 265, ECON 101, GEOG 120, GEOG 259, LING 101, PLCY 101, POLI 130, PSCY 240, RELI 121, SOCI 130, WMST 101.

⁹ AFAM 101, ANTH 145, ANTH 151, ASIA/RELI 180, CLAR 120, HIST 120, HIST 140, HIST 151, RELI 106.

¹⁰ 10 pages writing requirements stands here for both 10 pages of written work over the course of the semester and equivalent intellectual work.

essay of 5 pages is required, in another writing which would amount to 10 pages in total is partially optional and not graded. Only one of nine courses (ASIA/RELI 180) has no a final exam in class and also no clearly identifiable equivalent.

4) *Philosophical and Moral Reasoning (PH)*

Ten courses¹¹ were reviewed in order to assess the specific question of whether they contain significant content in ethics or moral reasoning. This is not clearly the case in two of the 10 courses, PHIL 101 and PHIL 134. For SOCI 273 it was questioned whether it meets criteria for assessing ideas and understanding philosophical thinking. The 10 pages writing requirement is certainly not met in three courses (ANTH 146, PHIL 101, PHIL 230) and possibly not met in four more courses (PHIL 134, PHIL 150, PHIL 210, SOC 273), in total seven of 10 courses. Large lectures courses with 400 students such as ANTH 146 require only a maximum of four double-spaced pages. In many of the PHIL courses with far less than 100 students, the length of papers is simply not indicated. A final exam is always included.

5) *Literary Arts (LA)*

Eight LA¹² courses and 11 VP courses (see below) were reviewed in order to assess the specific question of whether the distinction between LA and VP is sufficiently clear, particularly for film courses that appear in both rubrics. The distinction is clear for all courses listed as LA courses. Two-thirds of the contents of all eight courses involve reading/analysis/creation of literary texts. The 10 pages writing requirement is not clearly met in ENGL 127 and ENGL 289. A final exam is included in all courses (except for FYS ENGL 57), in two cases with take home components (AMST 246, ENGL 289).

6) *Visual & Performing Arts (VP)*

11 VP courses¹³, among them four film courses (see above), were reviewed. Nine of 11 courses focus on analysis of or creative expression within, the visual or performing arts; this is not the case for ASIA 162 (a film course) and questioned by one of two reviewers for COMM 140. The 10 pages writing requirement is not met in ASIA 162 and DRAM 116, and could not be assessed for AFAM 259, ART 151, COMM 140, PORT 388. The existence and nature of the final exam is not clear for AMST 246, COMM 140, ENGL 142. ASIA 162 and COMM 140 seem to be overall problematic courses that should be reviewed or taken from the list of VP courses.

¹¹ ANTH 156, GERM 245, PHIL 101, PHIL 134, PHIL 160, PHIL 165, PHIL 210, PHIL 230, POL 271, SOCI 273.

¹² AMST 246, ARAB 150, ASIA 147, ASIA 151, ASIA 451, ENGL 057, ENGL 127, ENGL 289. Specific film course listed as LA: AMST 246.

¹³ AFAM 259, AMST 483, ANTH 123, ART 151, ASIA 162, COMM 140, DRAM 116, ENGL 142, GERM 060, MUSC 145, PORT 388. Specific film courses listed as VP: ASIA 162, ENGL 142, GERM 060, PORT 388.

Appendix D

Final Reports from Subcommittees

Connections

MEMORANDUM
September 23, 2010

FOR: Bobbi Owen, Sr. Associate Dean for Undergraduate Education, College of Arts & Sciences
Erika Lindemann, Associate Dean for Undergraduate Curricula, College of Arts & Sciences
Abigail Panter, Chair, Curriculum Review Steering Committee

FROM: Barbara Wildemuth, Chair, Connections Curriculum Review Subcommittee
Members of the Subcommittee: Olivia Blanchard, Drew Coleman, Bruce Fried, Kevin Guskiewicz, Li-Ling Hsiao, Cheryl Junk, Sally Mauriello, Lily Roberts, Randall Styers, Nick Sientop (*ex officio*)

SUBJECT: Results of review of Connections requirements

Context: The Making Connections curriculum was established in order to provide students with “a sense of how to integrate foundational skills and disciplinary perspectives in ways that encourage linkages between discrete areas of knowledge, on the one hand, and differing geographic, social, conceptual, and practical contexts (local, national, global, academic, professional), on the other hand” (<http://www.unc.edu/depts/uc/06description.html>). Connections courses may be taken in one’s major or minor field, and they may double as Approaches courses or count as multiple Connections courses. This principle of “multiple counting” encourages disciplinary cross-fertilization and the purposeful enhancement of students’ in-depth areas of study. The requirements include foundational connections – Communication Intensive (CI) and Quantitative Intensive (QI) – and spatial and cultural connections – Experiential Education (EE), U.S. Diversity (US), The North Atlantic World (NA), Beyond the North Atlantic (BN), The World Before 1750 (WB), and Global Issues (GI). A summary of each of these requirements is included in Attachment A.

The Charge to the Subcommittee: In March 2010, the Subcommittee received a charge that asked several specific questions. Some of these were broad in scope, covering the Connections requirements in general. These included questions related to the number of requirements and how they satisfy the overall purpose of the Connections requirement, the overlap among the Connections requirements, the timing of completion of the requirements, and differences in implementation of the Connections requirements across the College and professional schools. Other questions were specific to particular requirements and included questions about the feasibility and desirability of implementing a Foreign Language Intensive requirement, the desirability of a disciplinary focus for the Communication Intensive requirement, the clarity of the Experiential Education requirement, and how well the courses offered match the goals of *each* of the requirements.

The Work of the Subcommittee: The Subcommittee held three meetings, on April 5, May 4, and September 13, 2010. During the first meeting, we reviewed the charge and determined which data were needed to respond to each of the questions. In addition, we considered whether there might be additional questions that should be addressed during the review. The second meeting focused on planning for the

syllabus review. It included a discussion of the sample of syllabi to be reviewed. Details on the methods used for the syllabus review and other data collection by the Subcommittee are presented in Attachment B.

Findings: In this section, each of the questions asked in the charge is addressed. In addition, some additional questions/issues that came up during our studies are raised (marked with a + in the following list). Those findings related to the Making Connections curriculum as a whole are presented first, followed by findings related to specific requirements within the curriculum.

Is there an appropriate number of Connections requirements? Taken together, do they satisfy the overall purpose of the Making Connections curriculum?

Should the College of Arts and Sciences students be held to the same requirements as those in the professional schools, who are asked to complete five of the eight Connections requirements? If so, how might these courses be selected?

Is there too much overlap? Are all these courses necessary, even with the “0” additional hours possibility? Is there overlap between these courses and Approaches courses?

The first questions posed to the Subcommittee are closely related to each other, so will be discussed together. There are currently two foundational Connections requirements and six spatial/cultural Connections requirements. Thus, all the Connections requirements can be fulfilled in approximately 24 or less of the 120 hours required for graduation. While devoting 20% of a student’s program to fulfilling this requirement is too high a proportion, the ability to take a single course that fulfills multiple requirements minimizes this burden.¹⁴ We conclude that the overall number of requirements is not excessive.

A small number of professional schools in the Health Affairs Division require that their students select among the Connections requirements, fulfilling at least 5 of the 8. This decrease in the number of Connections requirements is necessary because of the demands of those particular majors, but we conclude that there is no reason to expand this practice to additional schools or the College.

There is some concern about overlap of the general goals of the Global Issues (GL) and Beyond the North Atlantic (BN) requirements. The BN requirement focuses on regions of the world beyond North America and Western Europe; the GL requirement focuses on transnational or transregional issues. The BN requirement may be fulfilled by a course that focuses on a particular country; such a course would not satisfy the GL requirement. In the current course inventory, 70 (16%) of the 440 BN courses also fulfill the GL requirement; 70 (23%) of the 306 GL courses also fulfill the BN requirement. Thus, we conclude that the amount of overlap among the courses currently fulfilling these requirements is not large enough to warrant a change in either requirement.

There is also some concern that the requirement for a course focusing on The North Atlantic World is unnecessary, since so many courses at the University (currently 798 fulfill this requirement) focus on our own or similar cultures. On the other hand, we highly value the strength of our curriculum in this area and believe that all undergraduates should be exposed to ideas concerning the North Atlantic World. Thus, no change will be recommended, since we believe that it wouldn’t make any observable difference in the planning of students’ programs if this requirement were eliminated.

¹⁴ Of the 1952 courses that fulfill Connections requirements, 618 fulfill two or more of those requirements.

Are there enough courses available to fulfill each requirement, so that students can enroll in courses of interest?

The capacity of the University to offer enough sections of courses that fulfill each requirement must be considered, particularly in these times of decreasing resources. Our review did not identify any significant needs for additional courses to fulfill any particular requirement. However, we did not have access to enrollment data; such data would be necessary to fully answer this question.

Are students taking these courses at an appropriate time in their undergraduate career?

Two particular issues were identified by the Subcommittee in relation to the timing of fulfilling Connections requirements, one related to First Year Seminars and one related to the Experiential Education requirement. Neither of these issues can be addressed fully without taking into account the timing of when students actually fulfill their Connections requirements; data on student enrollment were not available for our review.

Some might argue that the Making Connections curriculum should build on the learning already established by fulfilling Foundations and Approaches requirements. From this perspective, it may be inappropriate to fulfill a Connections requirement with a First Year Seminar. However, there is nothing in the Curriculum Description (<http://www.unc.edu/depts/uc/06description.html>) that would imply that the foundations, Approaches, and Connections requirements should be fulfilled in that order. In addition, First Year Seminars are extremely valuable learning experiences and integrate knowledge across interdisciplinary boundaries in useful and unique ways. From this perspective, fulfilling a Connections requirement with a First Year Seminar is an appropriate curricular strategy. Currently, 237 First Year Seminars can fulfill a Connections requirement; looked at from another angle, 12% of the courses that can fulfill a Connections requirement are First Year Seminars. Because these Seminars play a useful role in fulfilling Connections requirements, we recommend no changes in the requirements.

The second timing issue relates to fulfilling the Experiential Education requirement. It could be argued that students should delay fulfilling this requirement until they had gained some background knowledge in a particular area. In this way, they could benefit more deeply during their experience off-campus. This argument applies primarily to the internship option for fulfilling this requirement. For other options, fulfilling the Experiential Education requirement can appropriately occur at any time in the student's career. Thus, we do not recommend any changes to the requirements; we do hope that students will be encouraged to work with their advisors to plan for the appropriate option and timing for their fulfillment of this requirement.

The Foreign Language Intensive requirement (a Foundational requirement) has not been implemented due to insufficient resources for appointing qualified instructors and providing classroom space. Should it be implemented or removed from the requirements?

There is no evidence that more resources are available now than when the implementation of this requirement was first delayed in 2006. We interviewed Dr. Larry King, Chair of Romance Languages, and he concurs with our recommendation that this requirement be removed from the curriculum.

Communication Intensive. Should these courses reside specifically in the major (or minor)?

The Subcommittee considered the desirability of fulfilling this requirement with a major/minor course, and then considered the feasibility of all departments offering a course that would fulfill this requirement. In particular, there was a concern that there may be too much enrollment pressure on a few courses, particularly in some departments. While it may be a worthwhile goal

for a student to complete this requirement in his/her home discipline or a closely-related discipline, we do not recommend that the requirement be changed at this time.

Experiential Education. Should the criteria be clarified? How can the academic integrity and capacity questions for EE courses in various departments/curricula be addressed?

These questions will be addressed in more detail in connection with the syllabus review, reported below. In the sample of syllabi examined, there was some evidence that the criteria for fulfilling this requirement are unclear; this problem is discussed in more detail below. There was no evidence of a lack of academic integrity in the courses that fulfill this requirement; they all included academic responsibilities in addition to the experiential portion of the course. To maintain this level of academic integrity, especially in relation to internships, there needs to be direct faculty oversight. We could not fully address the capacity question with the available data. There are 215 EE courses available, plus the Study Abroad courses. There are EE courses offered in 57 different subjects. Thus, no capacity issues are evident. No changes are recommended.

Syllabus review. Are the goals met? Do they match the criteria? How should the criteria be distributed to maintain compliance?

A few questions arose during the syllabus review. These questions apply to criteria applied to all General Education requirements. Specifically, they are concerned with the requirement for a minimum of 10 pages of writing and the requirement for a final exam.

The number of pages of required writing is unspecified on many syllabi. What is considered an equivalent level of intellectual work?

When a final exam is given – during finals week or on the last day of class – is unspecified or unclear on many syllabi.

In some cases, there may be overlap in these two requirements. Should essay-style or short-answer exams be included in the 10 pages of writing needed as a minimum?

Some of these questions can be addressed by encouraging faculty to include particular information (e.g., a session-by-session class schedule) in their syllabi. In other cases, the Administrative Board may want to reconsider the purpose of particular criteria and the way(s) in which they might be achieved.

The remainder of this section will briefly summarize the findings related to each Connections requirement, based on the syllabus review. Details of these findings are reported in Attachment C.

Communication Intensive (CI)

Syllabi from 9 courses were examined. The emphasis on writing and speaking in this sample of courses indicated that they were fulfilling both the spirit and letter of the CI criteria, with one exception. Few of the courses provided an opportunity for revision of writing or speaking assignments. Three of the courses had clear indications that drafts were due early in the semester and revised versions were due later in the semester; for the other 6 courses, there was no clear indication in the syllabi that revision was encouraged or required.

Quantitative Intensive (QI)

Syllabi from 10 courses were examined. There are a variety of ways that a course can meet the criteria for the QI requirement; each course needs to support at least one of these approaches; the majority of the courses reviewed supported two or more approaches. However, there were three courses that did not support any of these approaches. In addition, there was some ambiguity about whether these courses met the criterion of requiring 10 pages of writing or intellectual work of equivalent effort. There may need to be more clarity related to this criterion for the QI requirement.

Experiential Education (EE)

Syllabi from 9 courses were examined. A course may fulfill this requirement if it offers any of the following types of experiences: Undergraduate research, Approved service learning, Substantial field trip or fieldwork components, Internships or experiential independent studies, Direct and sustained engagement in a creative process, or Approved Study Abroad. The sample did not include any Study Abroad courses; we believe that, if a course is approved for Study Abroad, it will fulfill the criteria for this requirement. The sample also did not include any courses that focused on a creative process; however, there are a number of Art, Drama, and Music courses approved to fulfill this requirement, so we do not anticipate any capacity issues for this aspect of the requirement.

There were some issues of clarity that arose with specific approaches to this requirement. For service learning, the number of required service hours was often not specified, and whether/how the service met specified community needs was never described. For courses providing fieldwork, it was never clear that a wide range of subject matter was covered. For internships, the number of work hours and method of evaluation were not specified in some syllabi, and it was rarely clear that the student would be working with a faculty supervisor as well as a site supervisor. The criteria for these approaches to this requirement should be clarified.

US Diversity (US)

Syllabi from 9 courses were examined. In general, these courses met the spirit and the letter of this requirement. The groups most often addressed in these courses were African Americans and Native Americans, but a variety of other groups were also included. At least two groups or subcultures were covered in all but one of the courses. The aspects of diversity (other than race/ethnicity) most often covered were gender, religion, region, and sexual orientation. We did have some difficulty in telling, from the syllabus, whether these courses met the criterion of being reasonably balanced and well integrated in its treatment of the groups/aspects of diversity studied; this criterion should be clarified and faculty should be encouraged to address it in their syllabi. These courses also failed to uniformly meet the criterion of requiring at least 10 pages of writing or equivalent intellectual effort.

The North Atlantic World (NA)

Syllabi from 13 courses were examined. With very few exceptions, they met the spirit and the letter of this requirement. The most common countries covered were the USA, England, Italy/Rome, and France/Paris.

Beyond the North Atlantic (BN)

Syllabi from 10 courses were reviewed. With the exception of one course, it was clear that the course content was focused on regions of the world outside the North Atlantic. For three of the courses, it was not clear that they met the criterion of requiring 10 pages of writing.

The World Before 1750 (WB)

Syllabi from 11 courses were reviewed. With very few exceptions it was clear that the course content was focused on human beliefs, practices, or institutions pre-1750 and that the content was historically-oriented. In addition, they uniformly help students to attain a broader and deeper understanding of pre-modern history and insight into the ways in which events and processes occurring hundreds or thousands of years ago continue to affect us today. Four of the 11 courses did not meet the criterion of requiring 10 pages of writing.

Global Issues (GL)

Syllabi from 10 courses were reviewed. For almost all the courses, the content focused on the human dimension and on transnational connections/dynamics. Most of the courses met the criterion requiring 10 pages of writing, but a few did not.

Recommendations for changes related to the Making Connections curriculum: Through the Subcommittee's discussions, review of the courses available for fulfilling Connections requirements, and review of a sample of syllabi, we arrived at several recommendations. These recommendations and a brief rationale for each are presented here.

☞Limit the number of General Education requirements that can be fulfilled by a single course.

This issue was not formally raised in our Subcommittee charge, but we believe that allowing one course to fulfill 4-5 Connections requirements is excessive. We recommend that each course be allowed to fulfill no more than 2 General Education requirements.

☞Clarify the criteria and rationale for (1) 10 pages of writing and (2) a final exam during final exam week. Enforce the criterion for 10 pages of writing or equivalent intellectual effort, or drop it.

Any course fulfilling a General Education requirement (with a few exceptions) are expected to require 10 pages of writing or an equivalent intellectual effort and give a final exam during final exam week. There were a number of courses included in our review sample that did not meet these criteria, but otherwise seem to fulfill the criteria related to a particular Connections requirement. Before making an effort to enforce these general criteria more uniformly, they should be re-evaluated in terms of their rationale and their relationship to each other.

☞Encourage faculty to clearly describe the amount of writing required in a course and the topics covered on the course schedule.

The syllabi reviewed varied widely in terms of the level of detail and clarity of description of the relevant courses. Best practices for syllabus writing should be developed and faculty should be encouraged to adopt them.

☞Enforce the Communication Intensive criterion related to opportunities for revision of writing/speaking assignments.

The criterion related to revision of writing/speaking assignments is an important aspect of developing one's communication skills. Our syllabus review indicated that it is not being enforced in the current CI courses. It should be enforced in current and future courses that fulfill this requirement.

It is current practice to accept Advanced Placement (AP) credits in BIOL 101 and 101L as fulfilling this requirement because those UNC courses fulfill it; we recommend changing this practice, since there is no control on the amount of writing required to achieve those AP credits. In addition, we recommend that all senior theses and honors theses be included in the list of courses fulfilling this requirement, since they do accomplish the goals of this requirement.

☞Clarify the definition of intellectual effort equivalent to 10 pages of writing for the Quantitative Intensive requirement.

Because most of the courses that fulfill this requirement are math courses, few of them require large amounts of writing. However, it was relatively difficult for Subcommittee members to evaluate whether the assignments in the QI courses required an equivalent amount of intellectual effort. This problem can be overcome if the assignments are described in a bit more detail.

☞ Encourage faculty to explicitly describe how their courses meet the criteria for the various approaches to meeting the Experiential Education requirement.

As noted above, some of the criteria for the various approaches to meeting this requirement were rarely address in the syllabi examined. As with the more general recommendation above, best practices syllabus writing specific to the EE requirement should be developed and faculty should be encouraged to adopt them.

☞ Clarify the US Diversity criterion for a course to be reasonably balanced and well integrated in its treatment of the groups/aspects of diversity studied.

From the syllabi examined, we could not determine if this criterion was being met. If it is to be enforced, it must be clarified.

☞ Formally drop the Foreign Language Intensive requirement from the curriculum.

As in the past, the resources needed to require a fourth level of a foreign language are not available, and additional resources are not expected in the near future. Since this requirement is not feasible, we recommend that it be dropped.

Attachment A. Summary of the Connections Requirements

Foundational Connections

All students must successfully complete one **Communication Intensive** course, preferably in a major or minor area of concentration. Communication Intensive courses must integrate writing and speaking into the subject matter in evident and important ways.

All students must successfully complete a **Quantitative Intensive** course, preferably in a major or minor area of concentration. The purpose of the requirement is to acquaint students with the ways in which quantitative reasoning and methods are applied in a specific field. Students may satisfy the requirement, however, by taking a second Quantitative Reasoning course. A substantial component (roughly half) of any Quantitative Intensive course will involve some of the following: using quantitative methods to model and solve problems, using numerical reasoning; collecting and interpreting quantitative data, mathematical analysis, formal logic and proofs, etc.

Spatial and Cultural Connections

Experiential Education: All students must successfully complete one course or program of study for academic credit in one of the following five categories, each of which invites the development and application of academic knowledge, skills, and expertise within the context of real-life situations and experiences:

- Service Learning

- Fieldwork

- Sustained and mentored research

- Internship

- Study Abroad

- Direct and sustained engagement in a creative process the results of which are shared with an audience, such as the planning of an art exhibit, a dramatic or musical performance, or the wide circulation (or publication) of one's poetry or prose.

U.S. Diversity: All students must successfully complete a course that systematically explores the perspectives/experiences of at least two US groups or subcultures (or important groups within these larger communities). Such groups might include African-Americans, Asian-Americans, European-Americans, Latinos, Native Americans, or distinct subcultures within these broad categories. Courses that address in systematic fashion other aspects of diversity such as age, class, gender, sexuality, region, or religion may also satisfy the US Diversity requirement.

The North Atlantic World: All students must successfully complete one course that addresses the history, geography, culture, or society of the world that they themselves inhabit, broadly defined as the North Atlantic (i.e., North America, including Native American cultures, and/or Western Europe.)

Beyond the North Atlantic: All students must successfully complete one course that addresses the history, geography, culture, or society of one or more regions geographically distant from the United States, including Asia, Africa, the Middle East, Latin America, Eastern Europe, and the Pacific.

The World Before 1750: All students must successfully complete one course that familiarizes them with the distant origins of the world in which they live, since pre-modern periods and places (i.e., the world before 1750) influenced the shape of contemporary civilizations in ways both subtle and profound.

Global Issues: All students must successfully complete a course that provides knowledge and understanding of transnational and transregional forces—economic, cultural, political, demographic, military, biological, etc.—that have shaped and continue to shape the global experience.

Attachment B. Data Collection Methods Supporting the Subcommittee's Work

Overview of Courses Fulfilling General Education Requirements

The Subcommittee was provided with a list of all the courses that fulfill any of the General Education requirements (Foundations, Approaches, Connections, other). This listing was used in two ways: as the basis for selecting a sample of courses for detailed syllabus review, and as a means of investigating overlap across requirements. Some of the important aspects of this data set are summarized here:

Courses fulfilling any General Education Requirements	2935
Courses fulfilling both Connections and Approaches requirements	1490
Courses fulfilling any Connections requirement	1920
Courses fulfilling multiple Connections requirements	
Fulfilling 4 requirements	1
Fulfilling 3 requirements	53
Fulfilling 2 requirements	561
Courses fulfilling each of the Connections requirements	
Communication Intensive (CI)	253
Quantitative Intensive (QI)	136
Experiential Education (EE)	215 (not counting Study Abroad)
US Diversity (US)	160
The North Atlantic World (NA)	798
Beyond the North Atlantic World (BN)	440
The World Before 1750 (WB)	317
Global Issues (GL)	306

Syllabus Review

The primary data collection effort was a review of syllabi from courses approved as fulfilling Connections requirements. The method for selecting the sample of courses/syllabi, and the rubrics used to evaluate those syllabi are described here.

The sample of courses was initially selected by Barbara Wildemuth and Nick Siedentop. It is a purposively selected sample. For each Connections requirement, they reviewed the courses fulfilling that requirement that had been offered during the past two years. From that sampling frame, they selected courses that varied in size (i.e., number of students having taken the course in the last two years), were distributed across a variety of departments and disciplines, and varied on their likelihood of being closely aligned with the requirement.

Fifty-five courses were included in the initial sample. Because some of the courses fulfill multiple requirements, this sample includes at least 10 courses for each of the Connections requirements. During the syllabus review, we were not able to obtain the syllabus for one course in the sample (AMST 394) and so were not able to include it in the sample reviewed. Because it fulfills multiple Connections requirements (CI, EE, NA, and US), in addition to one other general education requirement (SS), it was lost from several of the specific subsamples of our review.

A rubric for evaluating the syllabi was developed for each of the Connections requirements. All of the syllabi were evaluated in relation to the amount of writing required (number of pages and type of writing assignment) and whether the course required a final exam during finals week, since these are characteristics of all general education requirements. In addition, the courses were evaluated in relation to the following rubrics:

Communication Intensive (CI)

- Whether writing/speaking accounted for at least 20% of the course grade
- Whether the emphasis in the writing/speaking assignments was on content, as well as process
- Whether students had the opportunity to revise written/spoken assignments

Quantitative Intensive (QI)

- Whether the course included “some” of one or more of the following aspects:
 - Quantitative methods to model and solve problems, including the development and implementation of computational algorithms
 - Numerical reasoning above the level of basic algebra and trigonometry
 - Collecting and interpreting quantitative data
 - Constructing logically sound arguments and recognizing fallacies by using quantitative information, mathematical analysis, formal logic, and proofs
 - Expressing ideas and concepts from the mathematical sciences orally and in writing
 - Connecting the role of the mathematical sciences to cultural change, to other sciences, and to the arts and humanities

Experiential Education (EE)

- Determination of which type of experiential education was offered by the course
- For undergraduate research: whether sustained, mentored research experience was offered for academic credit
- For a course with a substantial field trip or fieldwork component: the number of hours of off-campus work required, whether the fieldwork incorporates a wide range of subject matter, and whether the student can investigate original problems or apply professional techniques
- For an internship or experiential independent study: whether it was administered by an academic unit, the number of hours of service or work required, and whether the student works with a faculty advisor from the sponsoring unit
- For an approved Study Abroad program: whether it had been approved (by the Study Abroad Office or the Summer School)
- For direct and sustained engagement in a creative process: whether it coincides with a literary, musical, dramatic, or studio arts class; whether it is supervised by a faculty member; whether it is connected with a community art program or art used for community purposes; whether it requires at least 30 hours of work; and whether it culminates in public programming

U.S. Diversity (US)

- Whether the course explores the perspectives/experiences of at least two US groups or subcultures (and which groups or subcultures)
- Whether the course addresses other aspects of diversity such as age, class, gender, sexuality, region, or religion (and which aspects)
- Whether the course is reasonably balanced and well integrated in its treatment of the groups/aspects of diversity studied

The North Atlantic World (NA)

- Whether at least 2/3 of the course content focuses on the North Atlantic world (in terms of assigned readings and number of class sessions)
- Which countries/regions are included in the course content

Beyond the North Atlantic (BN)

Whether at least 2/3 of the course content is focused on a society or region outside North America and Western Europe (i.e., Asia, Africa, the Middle East, Latin America, Eastern Europe, or the Pacific (in terms of assigned readings and number of class sessions)

The World Before 1750 (WB)

Whether at least 2/3 of the course content focused on human beliefs, practices, or institutions pre-1750 (in terms of assigned readings and number of class sessions)

Whether the content was historically-oriented, i.e., deals with change over time or is situated within a cultural, political, or social context (in terms of assigned readings and number of class sessions)

Whether the course helps students to attain a broader and deeper understanding of pre-modern history and insight into the ways in which events and processes occurring hundreds or thousands of years ago continue to affect us today

Global Issues (GL)

Whether at least half of the course content focused on human dimensions (perspectives and behaviors of people), rather than natural phenomena or technology (in terms of assigned readings and number of class sessions)

Whether at least 2/3 of the course content focused on transnational connections between two or more nations or the transnational dynamics of global forces (in terms of assigned readings and number of class sessions)

These rubrics were administered as a Web survey, developed by Abigail Panter on behalf of the subcommittee. Two subcommittee members evaluated each syllabus in relation to each Connections requirement for which it had been sampled.

The results of the individual evaluations were compiled by Barbara Wildemuth. There were very few instances of disagreement between the two evaluators; in most of those cases, the discrepancies were explained by the comments accompanying the evaluations. A detailed report of the results of the syllabus review is included as Attachment C.

Attachment C. Detailed Results from the Syllabus Review

Results from the syllabus review for each Connections requirement are reported here. The courses included in the sample are listed, and the findings are reported in relation to the rubrics used for the evaluations.

Communication Intensive (CI)

Sample of syllabi reviewed: n=9

AFRI 050 Kings, Presidents, Generals (CI, BN)
ART 283 Picturing Paris (CI, VP, NA)
COMM 113 Public Speaking (CI)
COMP 380 Computers and Society (CI, PH)
DRAM 281 Theatre Hist/Lit I (CI, VP, NA, WB)
ENGL 121 Brit Lit, 19th/Early 20th (CI, LA, NA)
HIST 395 US Undergrad Seminar (CI, EE)
JOMC 153 News Writing (CI)
POLI 265 Feminism Pol Theory (CI, PH, NA)

Findings

Percent of grade on writing/speaking (20% minimum): mean = 66%, from 30% to 100%

Emphasis on content, as well as process, in writing/speaking assignments: all 9 courses met this criterion

Opportunity for revision of written/spoken assignments: 3 courses met this criterion; on POLI 265 the raters disagreed (y/n), 6 courses either did not meet this criterion or the evaluators could not tell whether the course met the criterion

Requires at least 10 pages of writing: 8 courses met this criterion; COMM 113 requires 4 speeches and 1 paper

Requires a final exam during the exam period: 7 courses met this criterion (including 3 with a final paper due in exam period); 1 course was a First Year Seminar; for the others, it was not clear that this criterion was met (one had exams, but the dates were not specified; the other had a final exam on the last day of class)

Quantitative Intensive (QI)

Sample of syllabi reviews: n=10

BIOL 201 Ecology and Evolution (PL, QI)
COMP 455 Models of Languages and Computation (QI)
ECON 400 Elementary Statistics (QI)
EXSS 273 Research in EXSS (QI)
JOMC 279 AD-PR Research (QI)
MATH 058 FYS Math and Art (QI)
MUSC 131 Theory - Musician I (VP, QI)
PHYS 104 General Physics I (PX, QI)
PHYS 117 Electromagnetism & Optics (PX, QI)
PSYC 210 Statistical Principles of PSYC Research (QI)

Findings

To fulfill this requirement, a course must contain “some” of several possibilities for its content. A summary of which of the evaluated courses contained which of the types of content is presented in the table below, with details following the table. Summary of content by course (i.e., two raters agree it has content):

	Quant	Num Reas	Data	Logic	Express	Connect
BIOL 201	Y		Y			
COMP 455						
ECON 400	Y	Y				
EXSS 273	Y		Y			Y
JOMC 279			Y			Y
MATH 58					Y	Y
MUSC 131						
PHYS 104		Y	Y			
PHYS 117						
PSYC 210	Y		Y			Y

Quantitative methods to model and solve problems, including the development and implementation of computational algorithms: 4 courses had this content; there were 6 courses where at least one rater could not tell

Numerical reasoning above the level of basic algebra and trigonometry: ECON 400 met this criterion; there were 9 courses where at least one rater could not tell

Collecting and interpreting quantitative data: 4 courses met this criterion; there were 5 courses where at least one rater couldn't tell; MATH 58 did not meet this criterion

Constructing logically sound arguments and recognizing fallacies by using quantitative information, mathematical analysis, formal logic, and proofs: No courses met this criterion; there were 5 courses where one rater said yes and one said they couldn't tell; there were 4 courses where neither rater could tell' there was 1 course where one rater said no and one said they couldn't tell

Expressing ideas and concepts from the mathematical sciences orally and in writing: MATH 58 met this criterion; there were 2 courses where one rater said yes and one said they couldn't tell; there were 4 courses where neither rater could tell; there were 3 courses where one rater said no and one said the course met the criterion or they couldn't tell; PHYS 104 did not meet this criterion

Connecting the role of the mathematical sciences to cultural change, to other sciences, and to the arts and humanities: 4 courses met this criterion; there were 3 courses where one rater said yes and one said they couldn't tell (including 1 course with only one rater); there were 2 courses where neither rater could tell; for MUSC 131, one rater said the course did not meet the criterion and one said they couldn't tell

Requires at least 10 pages of writing: 3 courses met this criterion or required equivalent intellectual effort; there were 7 courses where the raters did not agree

Requires a final exam during the exam period: 9 courses met this criterion; the other is a First Year Seminar

Experiential Education (EE)

Sample of syllabi reviewed: n=9

AFAM 560 Harlem Renaissance (HS, EE)
CHEM 395 Research in Chemistry for Undergraduates (EE)
ECON 328 Internship in Entrepreneurship (EE)
EDUC 415 Culture, Society, and Teaching (EE)
HIST 395 US Undergraduate Seminar (CI, EE)
NURS 590 NRSNG Care Adults II (EE)
POLI 206 Ethics, Morality, Individual Liberty, and the Law (PH, EE, US, NA)
PSYC 502 PSYC Adulthood Age (SS, EE)
SOC 423 Sociology of Education (SS, EE)

Findings

To fulfill this requirement, a course must provide an “experience” in one or more of several possible ways. The following table summarizes the way in which this sample of courses meets the EE requirement. Summary of type(s) of experiences provided:

	UG Res	Serv Lrn	Fieldwork	Internship	Creative	Abroad
AFAM 560	Y					
CHEM 395	Y					
ECON 328		Y		Y		
EDUC 415			Y	Y		
HIST 395	Y					
NURS 590				Y		
POLI 206		Y	Y		?	
PSYC 502		Y				
SOCI 423		Y				

Undergraduate research: AFAM 560, CHEM 395, HIST 395; each requires a semester-long research project culminating in a paper of 10 pages or more

Approved service learning: ECON 328, POLI 206, PSYC 502, SOCI 423

Only 2 courses specified the number of service hours required; 1 required 30 hours, the other 45-75 hours

None of the syllabi specified whether the service meets community-specified needs

For all 4 courses, service work was off-campus

Courses with substantial field trip or fieldwork components: EDUC 415, POLI 206

1 course required 30 hours of fieldwork, the other 6 hours in field trips

There was no indication that the fieldwork in either course incorporated a wide range of subject matter

For both courses, students could investigate original problems or apply professional techniques

Internships or experiential independent studies: ECON 328, EDUC 415, NURS 590

1 course required 200 hours of internship; the number of hours required for the other 2 courses was not specified

All 3 courses were administered by academic units (an artifact of our sampling frame)

In none of them was it clear whether the student was working with a faculty advisor from the sponsoring unit

Direct and sustained engagement in a creative process: none of the courses in the sample, though POLI 206 did require the development of a creative work as the final deliverable

Approved Study Abroad Program: none of the courses in the sample (an artifact of our sampling frame)

US Diversity (US)

Sample of syllabi reviewed: n=9

AFAM 050 Defining Blackness (SS, US)
AMST 336 Native Americans in Film (VP, US, NA)
HIST 127 American History to 1865 (HS, US, NA)
MUSC 143 Intro to Rock Music (VP, US, NA)
POLI 206 Ethics, Morality, Individual Liberty, and the Law (PH, EE, US, NA)
RELI 140 Religion in America (HS, US, NA)
SOC1 122 Race and Ethnic Relations (SS, US)
WMST 140 Intro to Gay/Lesbian Literature (LA, US)
WMST 297 Women's Spirituality (LA, US, GL)

Findings

Explores the perspectives/experiences of at least two US groups of subcultures: 6 courses met this criterion; for 1 course, the raters couldn't tell; for 1 course, the raters disagreed; WMST 140 did not meet this criterion

Groups covered (number of courses):

African Americans: 5
Native Americans: 4
Several racial groups: 1
Sexual orientation: 2
Gender: 1
Jews: 2
Catholics, Protestants, other Christian groups: 1
Muslims: 1

Addresses other aspects of diversity such as age, class, gender, sexuality, region, or religion: 6 courses met this criterion; for 3 courses, one rater couldn't tell

Aspects covered (number of courses):

Gender: 7
Region: 3
Multi-racial identity: 1
Immigration/emigration: 1
Religion: 5
Class: 2
Sexual orientation: 3
Age: 1

The course is reasonably balanced and well integrated in its treatment of the groups/aspects of diversity studied: No evaluator responses for 6 courses; POLI 206 was described as multidisciplinary; WMST 140 was described as covering "historical, political, social, and artistic" aspects; WMST 297 was described as covering a broad range of literature over a long period of time

Requires at least 10 pages of writing: 4 courses met this criterion; for 3 courses, the raters disagreed (no and equivalent); 2 courses did not meet this criterion

Requires a final exam during the exam period: 8 courses met this criterion; the other was a First Year Seminar

The North Atlantic World (NA)

Sample of syllabi reviews: n=13

AMST 336 Native Americans in Film (VP, NA, US)
ART 283 Picturing Paris (VP, CI, NA)
CLAR 120 Ancient Cities (HS, NA, WB, GL)
CMPL 121 Romancing the World (LA, NA, WB)
DRAM 281 Theatre History/Literature I (VP, CI, NA, WB)
ENGL 121 British Literature 19th/early 20th century (LA, CI, NA)
ENGL 320 Chaucer (LA, NA, WB)
HIST 127 American History to 1865 (HS, NA, US)
MUSC 143 Intro to Rock Music (VP, NA, US)
MUSC 282 Bach and Handel (NA, WB)
POLI 206 Ethics, Morality, Individual Liberty, and the Law (PH, EE, NA, US)
POLI 265 Feminism Political Theory (PH, CI, NA)
RELI 140 Religion in America (HS, NA, US)

Findings

At least 2/3 of content focused on North Atlantic World: 13 courses yes

Proportion of reading: mean = 98%; none lower than 68%

Proportion of class sessions: 97%; one lower than 68%

Countries covered:

USA: 6
England: 5
Italy/Rome: 4
France/Paris: 3
Greece: 3
Spain: 2
Germany: 1
Egypt: 1
China: 1
Japan: 1

Requires at least 10 pages of writing: 10 courses met this criterion or require equivalent intellectual effort; for 1 course, the raters disagreed; 2 courses did not meet this criterion

Requires a final exam during the exam period: 12 courses met this criterion; for POLI 265, the raters disagreed

Beyond the North Atlantic (BN)

Sample of syllabi reviewed: n=10

AFRI 050 Kings, Presidents, Generals, CI, BN
ASIA 150 Asia: An Introduction, SS, BN, GL
CHIN 252 Chinese Culture, LA, WB, BN
CLAR 242 Archaeology of Egypt, HS, WB, BN
HIST 140 The World Since 1945, HS, BN, GL
HIST 142 Latin American Colonial Rule, HS, WB, BN, GL
JAPN 162 Japanese Pop Culture, VP, BN
POLI 130 Introduction to Comparative Politics, SS, BN, GL
RELI 106 Early Judaism, HS, WB, BN
SPAN 344 Mexico, Central American, and the Andean Region, BN

Findings

2/3 of content focused on this region: 9 courses met this criterion; the raters disagreed in their evaluation of POLI 130

Proportion of reading: mean = 93%; one rater (each) had concerns about AFRI 50 (34%) and POLI 130 (60%)

Proportion of class sessions: 95%; one rater had concerns about POLI 130 (60%)

Requires at least 10 pages of writing: 5 courses met this criterion; 2 courses require equivalent intellectual labor; the raters disagreed on 2 courses; POLI 130 did not meet this criterion

Requires a final exam during the exam period: 7 courses met this criterion; 2 courses had final papers/projects; for RELI 106, the raters disagreed

The World Before 1750 (WB)

Sample of syllabi reviewed: n=11

ANTH 151 Food and Culture (HS, WB)
CHIN 252 Chinese Culture (LA, WB, BN)
CLAR 120 Ancient Cities (HS, NA, WB, GL)
CLAR 242 ARCH of Egypt (HS, WB, BN)
CMPL 121 Romancing the World (LA, NA, WB)
DRAM 281 Theatre Hist/Lit I (VP, CI, NA, WB)
ENGL 320 Chaucer (LA, NA, WB)
HIST 142 Latin American Under Colonial Rule (HS, WB, BN, GL)
ITAL 241 Italian Renaissance Literature in Translation (LA, WB)
MUSC 282 Bach and Handel (NA, WB)
RELI 106 Early Judaism (HS, WB, BN)

Findings

At least 2/3 of course content focused on human beliefs, practices, or institutions pre-1750: 10 courses met this criterion; for ANTH 151, the raters couldn't tell

Proportion of reading: mean = 95% (for ANTH 151, one rater said 50%)

Proportion of class sessions: mean = 95% (for ANTH 151, one rater said 50%)

Content historically-oriented, i.e., deals with change over time or is situated within a cultural, political, or social context: 9 courses met this criterion; for 2 courses, one rater said the course met the criterion and the other rater couldn't tell

Proportion of reading: mean = 98% (ANTH 151 60% from one of the raters; CMPL 121 one rater couldn't tell)

Proportion of class sessions: 98% (ANTH 151 60% from one of the raters; CMPL 121 one rater couldn't tell)

Helps students to attain a broader and deeper understanding of pre-modern history and insight into the ways in which events and processes occurring hundreds or thousands of years ago continue to affect us today: 10 courses met this criterion; for ANTH 151, the raters couldn't tell

Requires at least 10 pages of writing: 7 courses met this criterion, 4 courses did not

Requires a final exam during the exam period: all 11 courses met this criterion

Global Issues (GL)

Sample of syllabi reviewed: n=10

ASIA 150 Asia: An Introduction (SS, BN, GL)
BUSI 610 Global Business (GL)
CLAR 120 Ancient Cities (HS, NA, WB, GL)
ENGL 143 Film and Culture (VP, GL)
GEOG 120 World Regional Geography (SS, GL)
HIST 140 The World Since 1945 (HS, BN, GL)
HIST 142 Latin America under Colonial Rule (HS, WB, BN, GL)
INTS 210 Global Issues (GL)
POLI 130 Introduction to Comparative Politics (SS, BN, GL)
WMST 297 Women's Spirituality (LA, US, GL)

Findings

At least half of course content focuses on human dimension: 9 courses met this criterion; raters couldn't tell for INTS 210

Proportion of reading: mean = 92% (none below 60%)

Proportion of class sessions: mean = 91% (none below 60%; POLI 130 could not be assessed because syllabus did not include class schedule)

At least 2/3 of course content focuses on transnational connections between two or more nations or the transnational dynamics of global forces: 8 courses met this criterion; raters disagreed on POLI 130; ENGL 143 did not meet this criterion

Proportion of reading: mean = 90% among those meeting the criterion (none below 70%)

Proportion of class sessions: mean = 92% among those meeting the criterion (none below 70%)

Requires at least 10 pages of writing: 7 courses met this criterion; for 1 course, the raters disagreed; 2 courses did not meet this criterion

Requires a final exam during the exam period: all 10 courses met this criterion

Appendix D

Final Reports from Subcommittees Supplemental General Education

Kenneth Janken (Chair)	African and African-American Studies
Conor Farese	Undergraduate Student
Rebecka Fisher	English and Comparative Literature
Jackie Hagan	Sociology
Ashu Handa	Public Policy
Kevin Jeffay	Computer Science
Erika Lindemann	Office of Undergraduate Curricula Liaison
Barbara Lucido	Academic Advising
Barbara Stenross	Academic Advising
Jan Yopp	Journalism/Summer School

The subcommittee reviewing the supplemental education requirements met on April 19 to discuss our charge. In preparation for the meeting, sub-committee members reviewed a variety of material, including information on the functioning of the course clusters that have been established in the past few years, the comments from people who attended the College-wide advising forum in February, the difficulty students have finding and enrolling in classes at the 200+ level in the Fine Arts and Natural Sciences, and facts pertaining to the number of students who minor in a subject outside their major division. This last point would give us a rough idea of whether students are on their own designing their education in the spirit of the supplemental education requirement: promoting a substantial breadth of knowledge outside a student's major and beyond the curriculum's Foundations and Approaches requirements. After the meeting a preliminary report was circulated among the subcommittee members, who made comments and suggestions for revisions. The changes were incorporated into this report.

The supplemental education requirement in the 2006 Making Connections curriculum was intended to require BA candidates to extend their liberal arts courses into their third and fourth year of academic study. Faculty members designing the 2006 curriculum thought it desirable that students who, under the previous curriculum, had been required to take Arts and Sciences "perspectives" courses as juniors and seniors should continue to take courses outside the division of their major. In the subcommittee's judgment, however, the two ways of fulfilling what is now known as the supplemental education requirement seem at odds with each other. The distributive option spreads nine credit hours across three divisions of the College outside the student's major, whereas the integrative option provides focused study of a topic in a "cluster" of three courses representing at least two divisions or schools (one course may be used in the student's primary major). Courses for each option must be numbered above 199.

The distributive option creates problems for students because the division of the fine arts lacks sufficient capacity to offer the needed courses; between ten and twenty percent of May 2010 graduates needed to substitute other courses, often at the 100 level, to meet the fine arts divisional distribution for the distributive option. To a lesser extent, students also have difficulty satisfying the divisional requirement in mathematics and natural sciences because courses above the introductory level often restrict enrollment to majors. The cluster program, though popular with faculty members, is virtually moribund. Some courses have not been offered for two years, and infrequent offerings of core courses prohibit students from completing, or worse, beginning the clusters. Students, consequently, have walked away from this option; fewer than ten May 2010 graduates met the supplemental education requirement by completing a cluster.

Our discussion centered on three points: 1) the practical problems of students' fulfilling the supplemental education requirement with the distributive option; 2) the dysfunctional state of the cluster program; and 3) the intent of the supplemental education requirement itself. As we moved back and forth among the three points, we kept returning to the intent of the requirement. Whether a student supplements the Foundations and Approaches with a three-course sequence that examines in depth and from multiple disciplines a discrete set of issues like evolution or human rights, or samples courses in the three divisions outside her/his first major, the intent of the requirement was to encourage students taking the BA degree (and the BS with a major in psychology) to educate themselves in areas outside their majors beyond the introductory level. We discovered that a significant portion of the student body already does that: 38 percent of students taking the BA degree in the College (and the BS degree with a major in psychology) have a major or minor in a division different from their primary major. Other students increasingly encounter cross-disciplinary perspectives in the courses they take for their majors and minors, and double majors and double minors are much more common today than they were when the original Arts and Sciences "perspectives" requirement was proposed in the early 1980s.

Given both the practical problems of administering the cluster program and the difficulty many students have in finishing the distributive option, and taking into account a significant tendency of students to enhance their education in the spirit of the supplemental education requirement, we propose to the Administrative Boards the following modification of the supplemental education requirement:

- Students in the College who are pursuing the BA degree or the BS degree with a major in psychology and who have only a single major must fulfill the supplemental education requirement by taking three courses above 199 that are not being used to fulfill the student's major requirements. These three courses must be from outside the home department/curriculum of the major and cannot be cross-listed with a course that the student has used to satisfy his or her major requirements;
- Students in the College who are pursuing the BA degree or the BS degree with a major in psychology and who take a minor or a second major are deemed to have fulfilled the supplemental education requirement.
- Students pursuing a BA degree in a professional school are deemed to have fulfilled the supplemental education requirement by virtue of completing a concentration outside the school as part of their degree requirements.
- Given the myriad difficulties experienced by the cluster program, including irregular course offerings and the small number of students who have fulfilled their supplemental education requirement using it, we recommend that this program be discontinued. Of course, this recommendation neither would prevent faculty from continuing to collaborate across disciplinary boundaries nor preclude students who must fulfill the supplemental education requirement from selecting related courses to do so.

Appendix D
Final Reports from Subcommittees
Miscellaneous

September 15, 2010

Gary Pielak (Chemistry), chair, Patricia Parker (Communication Studies), Steve Reznick (Psychology), Miles Fletcher (History), Deborah Eaker-Rich (Education), Alice Dawson (Academic Advising), Sherry Salyer (Exercise and Sport Science/Academic Advising), Roger Kaplan (Academic Advising), Dale Hoff (undergraduate student), Bethany Corbin (undergraduate student) Liaison: Bobbi Owen

Most communication was carried out by email. I have included, as supplementary material, the compilation of a series of messages describing the rationale behind our charges and other useful information. Additional data are available on our Blackboard site. The committee met face-to-face in two hour-long meetings on April 16 and April 30.

A summary of each charge is followed by our response.

=====

1. The Curriculum.

- a. Are there too many requirements?**
- b. Is there too much overlap between requirements?**
- c. Are the proportions appropriate?**
- d. Is the Curriculum too complex?**

Curricula are complicated because they must cover all students, from English majors to Physics and Astronomy majors. Ours have many requirements with a lot of overlap. The committee was unable to formulate a plan where small changes would do much to remedy the situation. Fortunately, our corps of Advisors understands the curriculum, and does a good job guiding students. A key problem is many members of our faculty do not understand the curriculum. We address this problem at the end of the report.

2. Should more or less overlap be allowed for double majors?

The amount of overlap seems reasonable, since at least half of the courses and credit hours in each major must be completed at UNC-CH.

3. Writing across the curriculum.

- a. Are the criteria appropriate?**
- b. Do syllabi match the criteria?**

The answer to both questions is “yes,” for most Foundation courses. There are two provisos. First, 10 pages of writing in, for instance, Physics or Chemistry will often comprise more mathematics than rhetoric. Second, for Connections or Approaches courses, the task of marking 10 pages of writing per student in a large class can be challenging.

The 10-page rule should be strictly enforced for most courses, especially those with fewer than 55 students. The Administrative Boards should consider waivers for other large classes with limited teaching assistant support. The Boards should consider waiving the 10-page limit for courses with

student-to-teaching assistant ratios of greater than 55-to-1 or student-to-grading assistant ratios of greater than 80-to-1.

The Boards may want to rephrase the criteria for the Communication Intensive designation. BIOL 101 lab reports are inappropriate because there is no speaking component. BIOL 101 also lacks the criterion that Communication Intensive courses “integrate foundational skills” because BIOL 101 is a foundation course, and therefore, unlikely to be integrative. The Communication Intensive criteria also emphasize that students learn to “write and speak effectively in their disciplinary areas.” Again, BIOL 101 does not satisfy the criteria because it is introductory.

First-year seminars are also inappropriate for the Communication Intensive designation, because they do not teach students how to “write and speak effectively in their disciplinary areas.” The document describing first-year seminars states that students in these seminars “are unlikely to have the writing and research skills that we expect from our more advanced students,” providing further rationale for their exclusion.

4. Should By-Examination (BE) credits for meeting General Education requirements be restricted?

The amount of BE credit earned by incoming first-year students is getting out of hand. For a student to earn a Bachelor’s degree from UNC-CH, most of his or her courses should be from UNC-CH or, in the case of transfer students, taken in the College or at UNC-CH. The average number of Advanced Placement (AP) plus International Baccalaureate (IB) hours credited to first-year students has increased from 13 hours in 2000 to 17 hours in 2009, and the percentage of first-year students entering with at least some BE credit has increased from 67% to 83%. In theory, a student can fulfill nearly all General Education requirements through BE credit (I have included as supplementary material a message from an academic advisor, Mr. Roger Kaplan proving this point.).

We recommend that incoming first-year students be limited to one semester’s worth (15 hours) of credit toward graduation. Credit is defined as that earned by examination (BE) through AP, SAT, Subject SAT, and IB tests. Hours beyond 15 could be used to fulfill General Education requirements, but no additional hours will be awarded. “Surplus” BE credit might also be applied toward a major with the idea that students could then access additional advanced courses, but such decisions would be left to each unit overseeing the major.

5. Two majors and a minor or two minors and a major. Are three areas of study appropriate?

Yes.

6. Multiple counting. Can one course count for more than two General Education designations (and a major and/or minor course, too)?

There are 2935 courses that fulfill one or two General Education designations. There are 488 three-cherry courses, 59 four-cherry courses, and 2 five-cherry courses.

One five-cherry course, ANTH 453 Field School in South American Archeology, is HS (Historical Analysis), FI (foreign-language intensive), EE (Experiential Education), WB (World Before 1750), BN (Beyond the North Atlantic World). This course only nominally fulfills five designations because the FI designation has not been implemented. The other designations seem reasonable.

The other five-cherry course, AMST 394 The University in American Life: The University of North Carolina, is designated SS, CI, EE, US, and NA. We were unable to obtain a syllabus, which is

disquieting for such a “powerful” course, but we were able to find a description online at <http://amerstud.unc.edu/courses/fall2009>. According to the description, EE seems inappropriate because fieldwork is not required of all students. The US Diversity designation requires substantial study of a least two US groups or subcultures, which is not mentioned. The description also does not support the CI designation. Thus, AMST 394 seems to be a two-cherry course (SS, NA).

We recommend that new courses be limited to two designations except in rare circumstances, such as ANTH 453, with the final decision left up to the Administrative Boards. Our recommendation is endorsed by the Curriculum Committee and appears to be the norm after four years of course submission reviews. Because the “Criteria for General Education Requirements” stipulate that most courses fulfilling General Education requirements devote one-half to two-thirds of their content and assignments to a particular approach or topic, two designations seem a reasonable maximum for most courses. In other words, two designations will become the new standard, and cases of approving more than two designations will be exceptional.

We also recommend that the Boards examine the other 59 four-cherry courses. On the other end of the spectrum, given the broad mission of our curriculum and the need to make available sufficient courses to fulfill General Education requirements, all courses numbered below 300 should probably have at least one General Education designation. We recommend that academic departments and curricula be urged to submit such courses with no General Education designations for review if they appear to meet the criteria for an appropriate designation.

7. Majors versus degree programs. Currently, a student CAN major in Physics and minor in Astronomy or major in Spanish and minor in French, but CAN'T major in Spanish and major in French, or major in Interpersonal Communication and major in Speech and Hearing Sciences. Do these rules make sense?

Many of these situations do not make academic sense and arose, for administrative reasons, from combining departments with small numbers of majors. However, to permit, in essence, two majors within the same major would mean allowing students to exceed substantially the limit of 15 courses that they can take in any one discipline. The subcommittee judges that this limit, which was significantly increased when the 2006 Making Connections curriculum was introduced, is beneficial and should remain in effect.

8. Cross-listing Courses. Are the rules appropriate?

Cross listing is out of control. A total of 1458 UNC-CH courses are cross-listed with at least one other course, and there are a total of 650 such groupings. A “course offering” in ConnectCarolina speak comprises a unique subject code and catalog number, so CLAR 110/JWST 110/RELI 110 is one course with three offerings. Cross-listed courses can cause confusion for students enrolling in courses and for home, or sponsoring, departments in keeping track of enrollments. Many courses are cross-listed, not because they are interdisciplinary, but because an interdisciplinary major wants to publicize that those courses from various departments and curricula can count in that major. The Boards should consider the ideas outlined below.

Sever all cross-links. One practical drawback to this idea is that cross-links are sometimes used to control enrollment. For example, cross-listing allows spaces to be reserved so that all BIOL majors can be accommodated in the survey biochemistry class (BIOL 430/CHEM 430). Removing cross-listing might mean that BIOL majors would have difficulty enrolling in the course, because no seats would be reserved for them.

Although ConnectCarolina could create limits for each academic unit's majors, it would require goodwill on the part of the sponsoring department or curriculum. Severing a cross-link might improve interdepartmental communication because the directors of undergraduate studies would need to cooperate in such matters.

We understand that cross-links can reflect a genuine collaboration between instructors from two different academic units. In this regard, another response is to ask each department or curriculum to defend cross-links in terms of the interdisciplinary character of the cross-listed course.

In general, our subcommittee believes that a broader campus discussion about the advantages, disadvantages, and goals of cross-listing is needed to define problems and suggest solutions. We recommend that a special task force be appointed to carry out this task.

9. How and when should the requirements of the General Education curriculum be communicated to students, faculty, and advisors?

Students: One idea is to take an hour or so in a First Year Seminar to go over the Curriculum. Unfortunately, enforcement is impossible, and this task would distract both the instructor and the students from the main pedagogical goals of the first-year seminars.

Faculty: The problem is that the authors of syllabi (i.e., faculty members) often are not familiar with the requirements of the General Education curriculum. To ensure appropriate departmental or curricular review when new courses are proposed for fulfilling General Education requirements, the faculty member proposing the course should explain how it meets the criteria for a particular General Education designation, and the director of undergraduate studies or an appropriate committee in each department or curriculum should be required to approve the syllabus before it is submitted to the Curriculum Committee for review.

Advisors: There is good news here; this group knows what's going on.

Parents: In essence, they help buy the curriculum for their children. We should help parents appreciate what they are purchasing. Most parents monitor and try to advise their sons and daughters regarding course schedules. Knowing how the curriculum works would increase the effectiveness of their advice.

10. Is the document "Criteria for General Education Requirements" useful?

The document is useful, if it is read. Please see the response to question 9.

Gary Pielak (for the committee)

Appendix E

Courses for Follow-Up Review

From the Foundations Subcommittee

Delete QR: COMP 050, 066, 070, PHIL 155

Delete QI: PHYS 071

From the Approaches Subcommittee

Review for SS: LING 101, SOCI 130, GEOG 120, WMST 121

Review for PH: PHIL 101, 134

Review for VP: ASIA 162, COMM 140

Review for final exam: AMST 246; ASIA/RELI 180; COMM 140; ENGL 142, 289; GEOL 109

Review for writing/equivalent intellectual effort: AFAM 259; ANTH 146; ART 151; ASIA 162; ASIA/RELI 180; ASTR 101; BIOL 101; CLAR 120; COMM 140; DRAM 116; ECON 101; ENGL 127, 142, 289; GEOG 120; HIST 128; JWST/RELI 106; LING 101; PHIL 101, 134, 150, 210, 230; PHYS 100; PLCY 101; POLI 130; PORT 388; SOCI 130, 273; WMST 101

From the Connections Subcommittee

Review for CI (revision of writing/speaking assignment): AFRI 050, ART 283, COMM 113, DRAM 281, ENGL 121, JOMC 153, POLI 265

Review for QI: COMP 455; MATH 058; MUSC 131; PHYS 104, 117

Review for US: WMST 140

Review for WB: ANTH 151, CMPL 121

Review for GL: ENGL 143, INTS 210, POLI 130

Review for final exam: COMM 113; JOMC 153; POLI 130, 265; RELI 106

Review for writing/equivalent intellectual effort: AFAM 050, AMST 336, CLAR 120, GEOG 120, HIST 142, ITAL 241, MUSC 282, POLI 130

From the Miscellaneous Subcommittee

Review for CI: BIOL 101/101L¹⁵

Review courses with five General Education designations: AMST 394, ANTH 453

Review courses with four General Education designations: AFRI453, 488, AMST 050, 051, 054, 055, 259, 269, 275, 275H, 285, 338, 385, 466, 486; ANTH 054, 451, 578; ART 453, 488; ASIA 578; CLAR 120, 243, 475; CLAS 061; COMM 374, 561; DRAM 281, 486; ECON 285, 385; ENGL 085, 265, 265H; EURO 239, 239H; GERM 310, 311, 373, 374; HIST 070, 142, 561, 574; INTS 265; JWST 486; LATN 511; MATH 067; POLI 206, 206H, 239, 239H, 430, 430H; PSYC 060; RELI 103H; SOCI 068; WMST 385

¹⁵ The Connections subcommittee recommends discontinuing the practice of allowing AP credit for BIOL 101/101L to fulfill the communication-intensive (CI) Connections requirement. BIOL 101/101L is the only course that can satisfy the CI requirement by means of AP credit; however, faculty members have no control over the amount of writing required to achieve those credits, and AP tests do not address oral communication skills or provide opportunities for revision in response to instructor feedback—essential criteria for CI courses. The issue of AP credit for BIOL 101/101L is moot if follow-up review of the course result in removing its CI designation.

Appendix F
Findings from Student, Faculty, Advisor Perceptions Study
(Williford & Li; Institutional Research and Assessment)

Appendix G
Updated General Education Criteria Document

**The 2006 General Education Curriculum:
“Making Connections”:**

Student, Faculty, and Advisor Perceptions

Presented to the Administrative Board of the
College of Arts & Sciences
September 15, 2010

Lynn Williford, PhD and Anna Li, PhD
Office of Institutional Research & Assessment



Data Collection Activities

- Part of a comprehensive evaluation of the “Making Connections” Curriculum and related academic enhancements that followed the initial 2006 cohort through graduation in 2010. Information reported here was compiled from:
 - Focus group with Student Government leaders and others interested in the curriculum -- Fall 2009
 - Interviews with faculty participating in cluster programs -- Spring 2009
 - Focus groups (5) with academic advisors -- Spring 2010
 - Interviews with 2006 cohort as graduating seniors – Spring 2010



Student Reactions

- Not clear about the purpose of the curriculum and framework
- Requirements difficult to figure out especially for 1st year students
- Supplemental Education requirements difficult to fulfill
- Liked the concept of Cluster program but hesitated to take courses because of unavailability of required courses and uncertainty about future offerings
- Curriculum restricts ability to take enough courses in the majors



Student Recommendations

- Special advising needed for students who come in with lots of AP credits – could use help with course selection since they start the curriculum at a different point than students with fewer requirements already met through AP
- Offer more courses in cluster programs and publicize broadly
- The curriculum offers many options that require students to be self-directed and diligent, and most students are. However, many students make unwise choices and as a result perform poorly in some courses and fall behind in meeting other requirements. Provide timely support for students on probation and others who are struggling, and tailor advising to their needs.



Student Suggestions for C-TOPS

- Emphasize the purpose of the curriculum, not just the requirements;
- Provide more individualized guidance in course selection and registration targeting the needs of students with varying levels of preparation.
- Reevaluate the advice being given to new students about Approaches and Connections course requirements they will need after year one.



Feedback from Interviews with the 2006 Cohort on “Making Connections”

“The best part of my academic experience has been being able to make connections outside of academics.” Senior, Exercise & Sports Science

In general, students reported making connections across:

- Multiple disciplines in their academic experiences,
- A broad spectrum of social and personal topics encountered in their academic coursework and out-of-class learning activities.



Students' Overall Reactions to the Curriculum

Number	Responses	Percentage
Ambivalent	60	57.7%
Positive	18	17.3%
Negative	17	16.3%
No Answer	9	8.7%
Total	104	100%



Ambivalence

- Liked the idea of liberal arts education but did not want to be forced to take specific courses;
- Just took many courses to fulfill requirements
- Felt some of the general education courses were a burden but saw the value of taking them in the end
- Too many required courses
- Some students who had many AP credits felt that their college experience was cheapened.



Student Feedback on the Most Positive and Negative Aspects of the Curriculum

Positives:

- General Education courses laid solid foundation and broad knowledge base for all majors
- Opportunities to explore different courses in all areas
- Enjoyed even the courses they were forced to take

Negatives:

- Felt forced to take courses in subjects they were not interested in
- Some courses were redundant and a waste of time



Faculty Perceptions of the Cluster Courses Program

- Concept of Cluster Program well-received by faculty.
- Issues with implementation:
 - Availability of faculty and courses
 - Process of determining what should be included in a cluster
 - Departmental support for developing and offering these courses is not guaranteed
 - Student learning outcomes difficult to assess



Suggestions for Cluster Programs

- Give faculty the flexibility and freedom to design the courses; some constraints on contents
- Allow students to appeal to substitute related courses
- Allow more courses to be used in each Cluster.
Maximum of 8 now; need to allow more courses to be counted to increase availability to students.
- Provide resources and incentives to faculty for course development and teaching, since cluster courses are labor-intensive.



Faculty Comments on Curriculum

- Difficult to understand for students, faculty and department advisors
- Frustrated about limitations on how courses can be counted to meet requirements under the major curricular components (Foundations, Approaches).



Academic Advisors' Responses

- Sound rationales and goals for the 2006 Curriculum
- Contents of the curriculum are better organized and more relevant than old curriculum
- Great administrative support
- Not surprised by the practical issues with the implementation
- Interpretation of goals into course requirements is too rigid
- Issues are being resolved – “Making Corrections”



Other Advisor Observations

- Most students see boxes, not “Connections”
- Students have to make “Strategic Connections” to get multiple requirements fulfilled with same courses
- Difficult for students to navigate the curriculum
- Students in Social and Behavioral Sciences seem to make more connections among courses and disciplines; more difficult for students majoring in the sciences



Academic Advisors' Suggestions

- Reform regulations for accepting AP and other credits earned by examination
- Reconsider the 8-semester graduation policy – too difficult for students from rural high schools with few AP credit opportunities, students with disabilities, etc.
- Monitor carefully the implementation of the new PeopleSoft degree audit system to insure accuracy
- Allow students more flexibility to choose courses that fulfill the intentions of the curriculum goals, even if they are not identified as meeting requirements.



CRITERIA FOR GENERAL EDUCATION REQUIREMENTS:

GUIDELINES FOR THE SUBMISSION AND REVIEW OF COURSE PROPOSALS

The criteria described below clarify the guidelines established in “Making Connections: An Initial Proposal to Revise the General Education Curriculum” (version 1.4). The document is intended to assist members of the Arts and Sciences Divisional Committees, the Curriculum Committee, and the Administrative Boards of the General College and the College of Arts and Sciences as they review and approve proposed courses for the General Education curriculum. The criteria are also meant to help faculty in departments, curricula, and schools understand the standards by which their faculty colleagues will judge course proposals. This version of the document, which was approved in fall 2010, has been revised to incorporate recommendations adopted by the Administrative Boards following a review of the “Making Connections” curriculum. Although faculty can consider these guidelines as an authoritative statement of general principles and course requirements, it is a living document, subject to periodic revision as the Administrative Boards discover curricular issues that need to be refined.

COMMON PRINCIPLES

All courses satisfying General Education requirements are subject to review and approval by two faculty committees: the Curriculum Committee, which includes the vice-chairs and course committee chairs of the four divisions of the College of Arts and Sciences, and the Administrative Boards of the General College and the College of Arts and Sciences. Customarily, course submissions are due in the Office of Undergraduate Curricula by September 15 or January 15. Requests to add, revise, or delete courses are then reviewed by the Curriculum Committee and forwarded to the Administrative Boards for approval. Once approved, new courses typically become effective with the following semester; course revisions become effective the following fall semester.

The following guidelines, originally established by the Curriculum Review Steering Committee in March 2003, present criteria for identifying courses that satisfy General Education requirements. The document is meant to be fluid and to allow for criteria to be clarified and refined. However, any substantial revisions of it must be approved by the General Education Implementation Committee (until fall 2006) and the Administrative Boards of the General College and the College of Arts and Sciences. In general, the following criteria apply to all courses satisfying General Education requirements:

Curricular goals of General Education courses:

1. Whenever possible, the goal is to offer instruction in small classes that make regular use (at least weekly) of discussion in or out of the classroom, use problem-based or essay examinations, and contain ample student-instructor interaction.
2. The foundational skills of English composition, quantitative reasoning, and foreign language require small class sizes for effective learning, so 19 to 25 students per class for these entry-level skills courses is desirable.
3. Course content and assignments should be significant within the rubric of each particular academic discipline, including but not limited to research papers, electronic projects, substantial creative projects, laboratory reports, mathematical analysis, problem sets, case study analyses, etc. "Significant" should generally be construed to mean at least 10 pages of written work (at least 3000 words) over the course of the semester, excluding pages written for essays on in-class examinations. This written work may consist of several short papers, reading logs, journals, or projects composed in an alternate medium or format, as long as the materials represent the equivalent intellectual investment of 10 pages of written work. Students in classes that typically require little writing (math, some sciences, etc.) must complete other work (homework exercises, lab reports, etc.) equivalent to 10 pages of writing by virtue of the intellectual labor expended. Take-home examinations that take the form of an instructor-assigned essay or essays may count toward fulfilling this requirement.

Implementing the 10-page writing requirement (or other work involving equivalent intellectual effort) can be challenging in large classes without teaching assistants or graders. Instructors are free to relax the standard in classes that exceed 60 students without a teaching assistant or classes that exceed 80 students without a grader. In no case, however, should students receive General Education credit for a course in which they have not completed a significant project designed to help them interpret for themselves, not just for the instructor, what the course teaches.

Additional requirements for General Education courses:

1. Final exams are mandatory for all undergraduate courses. Because the final exam period contributes instructional contact hours for all undergraduate courses, only the Office of the Provost can grant an exception to this University policy. Courses with one hour of academic credit may administer their final exams during the last class period; all others must follow the published Final Examination Schedule. First Year Seminars and composition courses are exempt from the requirement of an in-class final exam; Experiential Education and composition courses may have some form of final project or final evaluation of student work in lieu of a traditional final exam. Instructors assigning take-home exams must have the permission of the department/curriculum chair and must make the exams due at a final meeting of the class held according to the published Final Examination Schedule; this class may serve to debrief the exam, provide additional instruction, or sum up the semester.
2. No courses that satisfy General Education requirements may be taken Pass/D+/D/Fail, with the exception of Lifetime Fitness and some Experiential Education courses that are

- only offered as Pass/D+/D/Fail courses.
3. No General Education requirements may be satisfied with Independent Studies, Internships, Special Topics, Directed Readings, or similar courses with variable content. The only exceptions are some Experiential Education courses, as specified within that description in this document.
 4. No more than two General Education designations, as the norm, will be approved for any new or revised course. Courses that meet more than one General Education requirement may do so only in so far as reasonable and practicable, given the amount of time this document stipulates for focusing on particular course content or methods.
 5. Foundations, Approaches, and Connections courses may fulfill requirements for a major and minor, unless a department, curriculum, or school specifies otherwise. A course can meet only one Approaches requirement but may also meet one additional Connections requirement. A Connections course may meet one Approaches requirement or a second Connections requirement. Foundations courses may not fulfill either Approaches or Connections requirements, with one exception: a second Quantitative Reasoning (QR) Foundations course may satisfy the Quantitative Intensive (QI) Connections requirement.
 6. The General Education Implementation Committee designed a two-letter system to identify each General Education requirement. The two-letter identifiers are included below in parentheses at the first mention of each requirement. A listing of courses fulfilling each General Education requirement appears annually in the Undergraduate Bulletin and online under Browse Course Catalog in the Self-Service section of ConnectCarolina.
 7. The University recognizes only one authoritative source for all course information: the Office of the University Registrar. This office maintains the course inventory, which is available through ConnectCarolina and the *Undergraduate Bulletin*. Changes in the course inventory or in the details of a particular course must have the approval of the Administrative Boards of the General College and College of Arts and Sciences. Though departmental and curricular websites may be popular sources for information about courses, majors, minors, and degree requirements, they can be inaccurate, misleading, and out of date. To avoid confusion and misinformation, departments and curricula should provide on their websites a direct link to the online *Undergraduate Bulletin*.

FOUNDATIONS COURSES

English Composition and Rhetoric A and B (CR)

First-year students, with the exceptions noted below, are required to take a two-course sequence of Rhetoric courses (RHET A and B). RHET A offers a general introduction to college written and oral argumentation, composition, research and information literacy skills, and rhetorical analysis. RHET B extends this introduction into specific disciplinary contexts and requires that students learn how to write papers and construct oral presentations of greater length and complexity than required in RHET A.

NOTE: A one-semester, four-credit course in college-level written and oral argumentation, composition, research and information literacy, and rhetorical analysis is under development. This course, which will replace RHET A and B and will be required of all first-year students,

introduces them to the specific disciplinary contexts for written work and oral presentations required in college courses. Once the one-semester course is implemented, students will not receive placement or By-Examination credit for the CR requirement.

Course goals for RHET A and B:

1. To master the technical aspects of writing and speaking (including standard spelling, punctuation, and grammar) in the context of academic work.
2. To write short papers and develop short oral presentations by revising early versions of work based upon feedback.
3. To incorporate appropriate source material in written and oral presentations (this includes learning how to distinguish between scholarly and non-scholarly sources, to use electronic resources critically, to avoid plagiarizing, and to use standard citation and reference formats).
4. To use graphic and audiovisual materials as part of oral and written presentations.
5. To identify the similarities and differences among various purposes for written and oral communications, and to understand that different contexts require different approaches.
6. To shape written and oral arguments according to purpose and audience.
7. To develop oral delivery skills suitable to topics, purpose, and audience, and to adapt delivery to audience responses.
8. To read and listen critically (that is, to discern main ideas, to identify and evaluate supporting details, and to recognize explicit relationships among ideas).
9. To read and listen in order to pose and respond to questions and comments concisely.

Additional course goals for RHET B:

1. To write papers and give oral presentations of substantial length and of greater complexity than required in RHET A (as in RHET A, students in RHET B revise earlier versions of work based upon feedback from other students and the instructor).
2. To synthesize and evaluate written and oral messages by drawing logical inferences and conclusions and assessing the acceptability of evidence and the validity of arguments (this includes learning to detect biases in received messages and in students' own reception of evidence and arguments put forward by others).
3. To incorporate source material in their written and oral presentations according to the conventions, methodologies, and values of particular disciplinary discourse communities.
4. To identify the similarities and differences among various purposes for written and oral communications within particular disciplines, and to understand that different disciplinary contexts require different approaches.
5. To work on collaborative projects.

Exceptions to the requirement of RHET A and B are the following:

1. Students who demonstrate sufficient mastery of communication skills as to warrant enrollment directly into RHET B are required to take only RHET B and are awarded "PL" credit for RHET A.
2. Students who are admitted to UNC with English-language deficiencies are offered

appropriate instruction in small-enrollment classes tailored to their particular needs before being permitted to begin the Rhetoric sequence.

Foreign Language (FL)

All students must successfully complete level 3 of a foreign language, except as noted below. In an increasingly interconnected world, a secure ability to use and understand at least one language other than English and an acquaintance with the cultures and peoples employing that language is highly desirable. Students should therefore learn

1. To communicate directly, orally and in writing, with speakers of the acquired second language.
2. To read and understand texts of average complexity written by and for native speakers of the second language.
3. To be conversant with the behavioral norms and cultural practices—frequently quite different from ours—of the relevant speech community.

It is highly desirable that level 3 and 4 language courses include content to enhance cultural understanding (analysis of the culture of a society, nation, or region in which the language is spoken) and introduce students to the challenges and complexities of understanding different societies and cultures.

Exceptions to the requirement of level-3 competence are the following:

1. Students who place into level 4 have demonstrated level-3 competence and satisfied the requirement.
2. Students who place beyond level 4 are exempt from this requirement.
3. Students who place into level 1 of the language studied in high school (and who continue study in that language) must successfully complete level 3, but will not receive credit toward graduation for level 1.
4. Successful completion of RHET A and B (and eventually, the one-semester, four-credit course in writing and oral communication currently under development) satisfies this requirement for nonnative speakers of English.

Quantitative Reasoning (QR)

Every student is required to take, or have Advanced Placement or transfer credit for, a course in the mathematical sciences in which the central goal is to develop skills and understand concepts in these fields. These courses should also extend students' abilities to think critically about, and with, the numerical information they encounter daily. The successful student should be able to recognize quantitatively unreasonable solutions or conclusions, and demonstrate facility in using numbers.

Courses satisfying this requirement must focus on mathematics, data analysis, statistics, computing, probability, or modeling. Students should recognize situations in which quantitative methods can be used to model and solve problems and identify the appropriate tools to use in formulating and solving a particular problem. The content of the course should be explicitly

quantitative and directed toward the development of skill in the use of those tools at a level beyond that required for admission to the University.

Lifetime Fitness (LF)

Every student must take one (but only one) one-hour academic course that combines instruction in life-long health and wellness with instruction in, and practice of, a sport or physical activity that can be sustained for life.

1. A substantial portion of the course should be devoted to a specific physical activity or sport and include instruction in the rules and history of the sport or physical activity on which written examinations can be based.
2. The course must also contain engagement in the sport or activity.
3. At least one quarter of the course should be devoted to developing healthy behaviors related to physical exercise and well-being. An ideal course would continually connect these healthy behaviors to the specific sport or activity.
4. Because the course will carry academic credit, it must include a written final exam as is required in all undergraduate courses. The course grade cannot be based solely on skill level in a sport or physical activity.

APPROACHES COURSES

Physical and Life Sciences (PL and PX)

Students must take two courses in science, at least one of which has a required laboratory component. Some lecture courses may be taken singly for three credit hours as PL courses or combined with an optional matching laboratory of an additional credit hour and PX credit. Science courses combining lecture and required laboratory components normally offer four hours of PX credit. Courses fulfilling the Physical and Life Sciences requirement emphasize a physical science, a life science, the scientific basis of technology, or a combination of these topics.

1. Appropriate courses will focus on scientific content and the scientific method. At the completion of the course students should be able to demonstrate their understanding of a relevant article in a general science magazine, such as *Scientific American*.
2. A significant field experience, for academic credit, may be used to satisfy the laboratory requirements if approved by the Administrative Boards. A significant field experience would generally require a minimum of 30 hours in the field.
3. Courses may satisfy this requirement if they focus on scientific content but devote a significant amount of time (perhaps one quarter of the course) to the science's broader perspective (e.g., historical development of scientific thought, the social impact and public policy implications of the science, etc.).

Social and Behavioral Sciences

Students must take three courses in social and behavioral sciences, at least one of which emphasizes historical analysis (see below). These three courses must be from at least two different departments or curricula.

A. (Non-Historical) Social and Behavioral Sciences (SS)

1. Courses fulfilling the (non-historical) Social and Behavioral Sciences requirement focus on the scientific study of individual or collective behavior. They consider the individual, family, society, culture, politics, or economy.
2. "Scientific" here means that instructors draw on established quantitative or qualitative methods of analysis and interpretation. Quantitative methods include, but are not limited to, statistical analysis of data and controlled experiments. Qualitative methods include, but are not limited to, fieldwork, surveys, document analysis, ethnographies, case studies, and interviews.
3. Theoretical reflection on empirical findings also is understood as part of the work of the Social and Behavioral Sciences.

B. Historical Analysis (HS)

Students must take at least one course that emphasizes Historical Analysis. Historical analysis involves the systematic study of human behaviors in past times, with an emphasis on how such

behaviors change over time. This temporal dimension—particularly the priority given to change over time—distinguishes historical analysis from other forms of social and behavioral analysis. Although historical analysis may be conducted in various ways, explore diverse topics, and employ any number of methodologies, it is always concerned with people, or, more broadly, with social and cultural expressions, patterns, and processes shaped by or affecting humans, in past times.

1. Courses fulfilling the Historical Analysis requirement should focus on the study of some aspect or aspects of human behavior *in the past*. Such courses may cover broad periods of time or particular historical eras. Some may treat problems relating to the material world, while others will focus largely on cultural questions or intellectual concerns.
2. The primary emphasis should be on *historical* rather than contemporary phenomena, and should concern human behavior in *social or cultural contexts*.
3. Courses surveying historical periods in art, photography, film, music, and the like, are suitable for fulfilling this requirement, so long as the *primary* focus remains on developments in the history of the medium and not on aesthetic considerations or matters of form.
4. Courses that focus on the history of a discipline (e.g., the history of anthropology) are appropriate if the course is sufficiently broad in conception to allow students to understand the history of the discipline in relation to the broader social and intellectual currents.

Humanities and Fine Arts

A. Philosophical and/or Moral Reasoning (PH)

One course in Philosophical and/or Moral Reasoning is required. The course must address philosophical questions—that is, fundamental questions about central areas or aspects of human experience or endeavor. The course must also teach methods of reasoning, analysis, and interpretation appropriate to such inquiry.

1. Philosophical questions often concern important topics such as knowledge, truth, reality, meaning, consciousness, identity, freedom, beauty, happiness, religion, social and political norms, obligation, justice, virtue, the good, and other topics when explored with philosophical complexity. The course need not focus on a single topic, since development of philosophical knowledge and skill is often well served by comparison, or by considering philosophical topics in combination. In courses that treat the social dimensions of philosophical reasoning, however, a significant portion (at least one-fifth) of the course should address questions of morality and values.
2. Philosophical inquiry may be undertaken in conjunction with sociological, anthropological, scientific, political, historical, literary, and other kinds of analysis. Courses fulfilling the philosophical requirement will focus on understanding and critically assessing the truth, adequacy, defensibility, or value of the ideas being explored. Such courses ask students to be open to discovery, to allow their own convictions to be refined, and to understand the range and specificity of philosophical thinking.
3. Courses that treat philosophers primarily as historical figures or as the authors of texts

generally do not fulfill the Philosophical and/or Moral Reasoning requirement but rather may meet the criteria for the Historical Analysis (HS) or Literary Arts (LA) Approaches requirements.

B. Literary Arts (LA)

One course in Literary Arts is required. A literary or filmic text is a written or visual expression in any language of human experience; it is a cultural artifact derived from different historical periods and cultural origins. It is ordinarily but not exclusively an imaginative work and will typically take the form of poetry, narrative fiction, drama, essay, or a visual representation of such works. The text is defined in terms of a relationship among author, reader, society, and the historical circumstances of its creation.

A literature or film course is an organization of literary or filmic texts around unifying concepts such as themes, historical periods, genres, theories of criticism and analysis, or the creative writing of such texts. Courses in which films are compared to literary works or are analyzed with respect to plot, setting, characters, and themes also fulfill the Literary Arts requirement. Such a course can include inter-disciplinary links to other studies in the humanities, fine arts, and social sciences, etc. In all cases, however, at least two-thirds of the course content should involve the reading/viewing/analysis/creation of literary or filmic texts.

C. Visual or Performing Arts (VP)

One course in the Visual or Performing Arts, related to art, architecture, music, drama, design, performance studies, or film that emphasizes aesthetic content that is non-literary, is required. Such courses focus on creative expression in a variety of media and can include inter-disciplinary links to other studies in the fine arts, humanities, and social sciences, etc. In all cases, however, at least two-thirds of the course content should involve analysis of a medium or creative expression within the visual or performing arts. Courses that satisfy this requirement are meant to foster critical thinking and creative practice, expand available means of expression, provide perspective into the human condition, and encourage life-long engagement with the fine arts.

The wide range of courses that might fulfill the requirement may focus either on the study or the creation of artistic expression. They must include substantial creative activity, or written assignments that examine creative activity. Appropriate examples include courses engaging students in the following activities:

1. Analyzing and creating art and crafts in various media, including painting, drawing, sculpture, pottery, metalwork, textiles, etc.
2. Studying principles of visual literacy and making films, photographs, or digital images.
3. Analyzing and implementing various aspects of theatre production or design.
4. Playing music, writing music, or studying a variety of musical styles.

CONNECTIONS COURSES

Courses that satisfy these requirements may also satisfy one of the Approaches requirements, another Connections requirement, or a requirement in the major and/or minor.

Foundations across the Curriculum

One Communication-Intensive course is required. (CI)

Communication-intensive courses are not merely courses involving more (or longer) writing assignments and oral presentations than other courses do. Content-area courses with an emphasis on written and oral communication in the English language are intended to prepare students to write and speak effectively in particular disciplines. Such courses should directly or indirectly help students recognize that different disciplines use different discourses. They must provide students practice with and instructor feedback on written and oral assignments within a specific disciplinary context. When feasible, students should be encouraged to take a communication-intensive course in their major or minor area of study.

1. A content course that carries the CI designation must integrate writing and speaking with the subject matter of the course in evident and important ways, making such assignments a substantial portion (at least 20%) of the final grade for the course. The emphasis of the course must be on the content as well as on the way in which the content is communicated.
2. Responses to assignments must be in English, should reflect course content, and must promote the revision of written or oral work in response to instructor, and perhaps also student, feedback and discussion. Courses fulfilling the CI requirement give students the opportunity to revise for a grade a draft or an oral presentation based on the instructor's comments.
3. Courses that incorporate communication only in the form of one research paper and/or oral report at the end of the term, or written and oral reports with no opportunity for revision, are *not* eligible for the CI designation.

One Quantitative-Intensive course is required (QI).

This second-level requirement is intended to develop and refine quantitative-reasoning skills in disciplinary contexts and to integrate the foundational skills across the curriculum. Students should become acquainted with how quantitative methods are applied in their major fields of interest and, when feasible, should be encouraged to take a quantitative methods course in their major or minor area of study or in an allied field. The course can either be (a) an additional core mathematical sciences course (as described in the Foundations component above), or (b) a course in any department with a substantial quantitative component (at least half). The course content should involve students in some of the following activities:

1. Using quantitative methods to model and solve problems, including problems requiring the development and implementation of computational algorithms.
2. Developing numerical reasoning above the level of basic algebra and trigonometry.

3. Collecting and interpreting quantitative data.
4. Constructing logically sound arguments and recognizing fallacies by using quantitative information, mathematical analysis, formal logic, and proofs.
5. Expressing ideas and concepts from the mathematical sciences orally and in writing.
6. Connecting the role of the mathematical sciences to cultural change, to other sciences, and to the arts and humanities.

Local, National, and Global Connections

A. Experiential Education (EE)

One course that connects academic inquiry with a structured, active learning experience is required. Experiential education takes many forms and develops many skills. It might develop research skills, promote global awareness, enhance career development, encourage community service, support creative expression, or promote closer relationships among students, faculty, staff, and the wider community. Many of the sanctioned learning experiences will be outside the classroom or off-campus, but appropriate on-campus learning sites include the North Carolina Memorial Hospital, the Frank Porter Child Development Center, WUNC-TV, and WUNC-Radio. Summer employment, life experiences, and other learning undertaken for personal or professional enrichment, but not for academic credit, cannot be approved as fulfilling the Experiential Education requirement.

The Experiential Education requirement may be satisfied by completing a course or program of Study Abroad in any of the following six categories:

1. Undergraduate research: sustained, mentored research experience for academic credit, including Honors thesis courses.
2. Approved service learning: Such courses must be approved by the Administrative Boards of the General College and College of Arts and Sciences and require at least 30 hours of supervised service that meets community-identified needs in an off-campus placement.
3. A course with a required, substantial field trip or fieldwork component: These courses must involve all students in at least 30 hours of appropriate off-campus fieldwork or field trips. The fieldwork component of the course should integrate a wide range of subject matter and provide an active opportunity for the student to investigate original problems and apply techniques used by professionals in the discipline.
4. Departmental or University-unit internship or experiential independent study: Internships and experiential independent study courses must (a) be administered by an academic school, department, curricula, or university unit, (b) require a minimum of 100 hours of service or work, and (c) have a unit or departmental faculty adviser to assist students with setting appropriate goals and providing guidance throughout the experience. Though an internship in a student's major may be desirable, not all majors offer internships or have sufficient capacity to accommodate everyone. Internships for academic credit, even if outside a student's major, nevertheless fulfill the Experiential Education requirement.
5. Approved study abroad program: These programs include only those approved by the UNC-Chapel Hill Study Abroad Office or the UNC-Chapel Hill Honors Program.
6. Direct and sustained engagement in a creative process: In conjunction with a literary,

musical, dramatic, or studio arts class, a student may participate in a supervised community arts program or produce art for community purposes under faculty supervision culminating in at least 30 hours of work during the semester. Courses in any department or University unit that require at least 30 hours of faculty-supervised work and that culminate in public programming may also satisfy the Experiential Education requirement.

B. U.S. Diversity (US)

One course that aims to help students develop a greater understanding of diverse peoples and cultures within the United States and, thereby, enhance their ability to fulfill the obligations of U.S. citizenship, is required.

1. Courses must systematically explore the perspectives/experiences of at least one U.S. subculture. Such groups might include African-Americans, Asian-Americans, European-Americans, Latino/as, Native Americans, or distinct subcultures within these broad categories. Other culturally distinct groups not identified here may qualify if a case can be made for their cultural/historical significance. A course that addresses in systematic fashion other aspects of diversity such as age, class, gender, sexual orientation, region, or religion may also satisfy the U.S. Diversity requirement.
2. Because the United States is part of the North Atlantic world, a course approved as fulfilling the U.S. Diversity requirement cannot also fulfill the North Atlantic World requirement.

C. The North Atlantic World (NA)

One course that focuses on the North Atlantic World is required. Such a course may address the history, culture, or society of the region but should devote more than two-thirds of the course content, as determined by the reading assignments and class sessions, to the region. The purpose of the requirement is to assure that students understand the world in which they live. The “North Atlantic World” is a phrase that has at once geographical and cultural referents. On the North American side, the North Atlantic World refers to the United States and Canada, and it includes the cultures of Native Americans. In Europe, the boundaries are more difficult to draw, but the notion of *language families* can be useful in mapping the borders: the requirement refers to cultures and societies whose dominant language belongs to the Germanic, Celtic, or Romance language families. Using this criterion does not solve all difficulties, since European boundaries have changed over time and include some complicated cases (e.g., Finland and Hungary), but this standard should be a useful guideline in most instances. Because of the region’s influences on Western Europe and North America, the southern boundaries of the North Atlantic World extend to the Mediterranean—from the Iberian Peninsula to Greece.

Exclusions: Courses dealing with some periods of ancient and medieval history of some Mediterranean cultures from Spain to Greece might be understood as “Beyond the North Atlantic World,” or “World before 1750.” Courses dealing with diverse groups in the United States are best considered as fulfilling the “U.S. Diversity” requirement. Courses designated as fulfilling the “U.S. Diversity” or “World before 1750” requirement cannot also be designated as fulfilling

the “North Atlantic World” requirement.

D. The World before 1750 (WB)

One historically-oriented course that focuses on the period prior to 1750 CE is required. “Focuses on” means that at least two-thirds of the course content, as indicated by the assigned readings and class sessions, is devoted to the period. “Historically-oriented” means that the course either deals explicitly and substantially with change over time or that it situates the course material within a cultural, political, or social context. This requirement, which aims to provide some chronological scope to the curriculum, is included because pre-modern periods of human history differed significantly from our own, and pre-modern ideas, practices, and institutions continue to exert a profound influence on the contemporary world.

1. Courses fulfilling this requirement should focus on human beliefs, practices, or institutions in the period prior to 1750 CE. Such courses may cover broad periods of time or a particular pre-modern era (i.e. before 1750). The broad standards regarding this requirement are similar to those developed for the Historical Analysis Approaches requirement. In the case of this requirement, however, the additional expectation is that courses will devote at least two-thirds of the class time and out-of-class assignments to the pre-1750 period. This focus should be reflected in the assigned readings and class sessions.
2. Exposure to a historically-oriented course focusing on the period prior to 1750 will help students to attain a broader and deeper understanding of pre-modern history and insight into the ways in which events and processes occurring hundreds or thousands of years ago continue to affect us today.

E. Beyond the North Atlantic (BN)

Asia, Africa, the Middle East, Latin America, Eastern Europe, and the Pacific have been important in world affairs, and knowledge of the history, geography, and culture of these regions is necessary for effective citizenship. One course focusing on at least one of these regions is required. At least two-thirds of the course must deal with one of these regions to insure that students have some understanding of a culture that is geographically distant from the United States. Courses fulfilling this requirement focus on a society or region outside North America and Western Europe, as that area is defined by the North Atlantic World requirement. The course may concern itself with a specific aspect of culture—such as literature, religion, or art—or may involve historical or other social scientific analysis of the experiences of the people in the society or region.

F. Global Issues (GL)

One course that provides students with knowledge and understanding of transnational connections and global forces is required. Global forces entail interrelationships among cultures, societies, nations, and other social units, and they include transnational processes such as migration, urbanization, trade, diplomacy, and information flow. Courses treating global forces might analyze globalization in general or focus on particular case studies. For example, case

studies might consider international economics and politics, focus on the changing demography or environment, or highlight transnational issues arising from ethnicity, gender, religion, or language.

1. Courses devoted to natural phenomena or technology (e.g. earthquakes or computers) that do not place at least half of the emphasis on human dimensions (perspectives and behaviors of people involved) would not qualify. However, courses examining environmental issues or broad climatic changes are included if the coverage is transnational and if at least half of the course discusses the human dimensions of these phenomena. For example, a course on water resources worldwide, if it treated only the engineering technicalities, might not qualify; however, if it included human dimensions, it could.
2. Courses satisfying this requirement must focus on transnational connections between two or more nations or the transnational dynamics of global forces. "Focus" here means that at least two thirds of the course must deal with this topic.

SUPPLEMENTAL GENERAL EDUCATION REQUIREMENT

The Supplemental General Education requirement is intended to add breadth to students' undergraduate experience and to encourage students to make connections as they cross disciplinary boundaries. The requirement applies to students in the College of Arts and Sciences who are pursuing the BA degree, or the BS degree with a major in psychology, and can be fulfilled in the following ways:

1. By completing a second major or a minor; or
2. By completing three courses above 199 that are not being used to fulfill a student's major requirements. These three courses must be from outside the home department/curriculum of the major and cannot be cross-listed with courses that the student has used to satisfy requirements for the major; or
3. By completing a concentration outside a professional school as part of the degree requirements for graduating from the school. This option applies to students in the School of Education and the School of Journalism and Mass Communication.