



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

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November 3, 2015

**JAMES W. DEAN JR.**  
*Executive Vice Chancellor and Provost*  
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Abigail Panter, Ph.D.  
Senior Associate Dean for Undergraduate Education  
The College of Arts and Sciences  
The University of North Carolina at Chapel Hill

Stephanie Schmitt, Ph.D.  
Associate Dean for Academics  
The Graduate School  
The University of North Carolina at Chapel Hill

Dear Dr. Panter and Dr. Schmitt:

I am pleased to offer my strong support of the proposed University of North Carolina at Chapel Hill UNC CORE Certificate Program.

Over the past year the University has launched several mission-driven initiatives designed to help service members and veterans succeed at UNC Chapel Hill. In May 2015, the University announced the first phase of UNC CORE, an online credit program created to help active-duty military, veterans, and National Guard and Reserve members complete their general education requirements.

From its initial launch, UNC CORE was envisioned as a phased-approach program that would expand in response to student and program demand. In August 2015, the University realized there was an advising, curricular, and financial need for UNC CORE to be formed into a general education curriculum certificate. As stated in the proposal, over "135,000 active duty service members reside in North Carolina, but a lack of awareness, coupled with policy restrictions on tuition assistance, has resulted in only a small percentage of military students enrolling in UNC [Core]." A UNC CORE certificate will not only address tuition assistance policy restrictions and enrollment issues but also provide an exceptionally strong general education foundation that will prepare students to succeed in degree programs.

The UNC CORE Certificate Program will be a model higher education offering that expands our educational reach and serves a diverse student population throughout the state. I support the proposal without reservation.

Sincerely,

James W. Dean, Jr.  
Executive Vice Chancellor and Provost

# University of North Carolina at Chapel Hill

## Certificate Program Application Form

*Please use this application form as a guide for your Certificate Program proposal.*

**Name of Proposed Certificate Program:** UNC CORE Certificate Program

**Sponsoring Academic Unit:** The College of Arts & Sciences

**Administering Unit, if different:** William and Ida Friday Center for Continuing Education

**Primary Contact Name(s):** Professor James Thompson, Associate Dean for Undergraduate Curricula; Rob Bruce, Director of the Friday Center for Continuing Education

**Address and CB #:** Office of Undergraduate Education, CB 3504, 3010 Steele Building

**Phone Number:** 919) 843-7773 (phone)

**Email:** uthomp@email.unc.edu

**First Term the Certificate Would Be Offered:** Fall 2016

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### **1. Describe the Certificate Program and provide a statement of educational objectives.**

The UNC CORE Program is designed to accelerate the degree path of active duty service members in the United States armed forces, veterans, and National Guard and Reserve members. These students can enroll in online UNC courses and complete general education courses from a distance on a flexible schedule. The proposed certificate program, **UNC CORE Certificate Program**, is designed to align with the existing curriculum for the North Carolina Community College **Universal General Education Transfer Component** (UGETC), which meets system-wide, lower-division general education requirements. Please see page 7-8 of the attached North Carolina Comprehensive Articulation Agreement (Appendix A). The UNC CORE Certificate also closely aligns with the “Making Connections” General Education curriculum at UNC-Chapel Hill (Appendix B).

Program and educational objectives of the existing **UNC CORE Certificate Program** include:

- expand access to UNC-Chapel Hill’s academic resources through state-wide programs that serve active duty service members in the United States armed forces, veterans, and National Guard and Reserve members;
- deliver academic guidance to students through program-specific advising
- expedite program implementation by utilizing existing University administrative and academic structures
- establish a strong general education foundation through development of a rigorous interdisciplinary curriculum approved by all affiliated UNC-Chapel Hill departments
- build fundamental academic skills that prepare students to succeed in upper-division courses and degree programs
- increase degree completion for active duty service members in the United States armed

***Completed and approved applications should be submitted to:***

Stephanie Schmitt, Associate Dean for Academics, [sschmitt@email.unc.edu](mailto:sschmitt@email.unc.edu)

forces, veterans, and National Guard and Reserve members who either cannot participate in our residential programs and require the flexibility offered through distance education courses; and

- create lifelong learners who actively enhance their community and the world.

Additional program and educational objectives of **UNC CORE Certificate Program** include:

- provide substantive experience across distinctive approaches to knowledge and intellectual inquiry, such as the physical and life sciences, the social and behavioral sciences, historical analysis, philosophical and/or moral reasoning, literary arts, and the visual and performing arts;
- focus on the scientific study of individual or collective behavior, including the family, society, culture, politics, and the economy, through courses in social and behavioral sciences;
- explore enduring issues of the human condition and develop the means of communicating, representing, and expressing the varieties of human experience through courses in humanities and fine arts; and
- offer opportunities to gain knowledge in foundational areas that facilitate future learning: foreign language, quantitative reasoning, and English Composition and Rhetoric.

**2. Include a statement about the need for such a Certificate Program, and specifically why there is a need to offer this Certificate at UNC-Chapel Hill. Is the Certificate offered at other universities or community colleges?**

UNC CORE was originally created as a non-certificate, general education program designed to serve active duty service members in the United States armed forces, veterans, and National Guard and Reserve members. Over 135,000 active duty service members reside in North Carolina, but a lack of awareness, coupled with policy restrictions on tuition assistance, has resulted in only a small percentage of military students enrolling in UNC programs.

The UNC-Chapel Hill Friday Center for Continuing Education launched the UNC CORE in late spring 2015 with collaborative support provided by Chancellor Carol Folt, Provost James Dean, and UNC General Administration (<http://www.unc.edu/spotlight/serving-those-who-serve/>). The UNC Board of Governors Military Affairs Committee strongly encouraged the creation of UNC CORE, and the initial program has been well received by the UNC-Chapel Hill Board of Trustees and the overall University community. The program aligns with UNC-Chapel Hill's concentrated effort to serve military students with more proactive, customized, and inclusive academic programs.

A lack of a certificate credential is an enrollment deterrent for active duty service members in the United States armed forces, veterans, and National Guard and Reserve members. In addition to the value of an earned credential, a system-approved general education curriculum that will transfer to most UNC degree completion programs will provide students with a clearer degree path and support our partner institutions. Part-time, non-degree seeking students have previously faced the difficulty of creating a course-by-course plan of study. UNC CORE Certificate will increase student success by offering a planned path for completion of general education requirements, providing part-time students with specialized advising services, offering structured completion timelines, and creating more opportunities for financial aid and tuition reimbursement in the form of military tuition assistance. Most military branches and many other financial assistance programs will not provide tuition assistance unless the student is enrolled in

a certificate or degree program. Without the benefit of tuition assistance for general education course completion, students seeking credentials for both academic and career advancement may seek out for-profit alternatives that are less rigorous and cost-prohibitive.

Face-to-face general education courses are offered at other UNC system universities as well as community colleges; however, UNC-Chapel Hill offers general education courses in asynchronous and synchronous online formats that are vital for serving active duty service members in the United States armed forces, veterans, and National Guard and Reserve members.

**3. Describe the demographics of the target student population for the Certificate Program. Double click each box that applies and describe the intended audience.**

- Undergraduate Students
- Graduate Students
- Professional Students: \_\_\_\_\_
- Degree-seeking, Matriculated Students
- Non-Degree-Seeking Students

See above

**4. Why is the Certificate Program necessary beyond offering the program as a minor, supporting area, or specialization/concentration/track?**

See above

**5. Provide specific courses and other requirements for the Certificate Program. Separate listings of courses may be included with the proposal.**

The requirements for the UNC Core Certificate Program are modeled after the requirements from the **Universal General Education Transfer Component (UGETC)** section of the North Carolina Community College curriculum and the Making Connections General Education curriculum at UNC-Chapel Hill. The courses from the UGETC component are transferrable to the UNC system schools and fulfill lower-division General Education requirements.

The curriculum for the UNC CORE Certificate Program includes study in the areas of English composition; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics. The department chairs from the following departments have reviewed the instructors and courses listed below for academic content and rigor: art, chemistry, English and comparative literature, philosophy, history, political science, psychology and neuroscience, sociology, mathematics, and physics and astronomy (pending approval from music, biology, and geology). They will undergo regular review by departmental instructional committees.

**Table 1. Overview of the UNC CORE Certificate Program Requirements**

<b>Certificate Requirements, Overview</b>	
<b>Category/requirement</b>	<b>Courses/Credit hours</b>
English composition	1 course, 3 hours
Humanities and fine arts <i>(from at least two different disciplines)</i>	3 courses, 9 hours
Social and behavioral sciences <i>(from at least two different disciplines)</i>	3 courses, 9 hours
Mathematics	1 course, 3 hours
Natural science	1 course, 3-4 hours (depending on course/lab)
<b>TOTAL: 9 courses, 27-28 credit hours</b>	

**Table 2. Course Options for the UNC CORE Certificate Program**

<b>Certificate Requirements: Course Options</b>				
<b>UNC-CH Course</b>	<b>CCO*</b>	<b>Self-paced: online</b>	<b>Self-paced: correspondence</b>	<b>UGETC equivalent at NCCC</b>
<b>English Composition Requirement</b> (select 1 course)				
ENGL 105		X		ENGL 111 & 112 or 113
<b>Humanities/Fine Arts</b> (select 3 courses from at least two different disciplines)**				
ARTH 151	X	X		ART 114
ARTH 152		X		ART 115
ENGL 128	X			ENGL 231 or 232
MUSC 145	X			MUS 112
PHIL 101	X			PHI 215
<b>Social and Behavioral Science</b> (select 3 courses from at least two different disciplines)				
HIST 127	X	X	X	HIS 131
HIST 128	X	X		HIS 132
POLI 100	X	X	X	POL 120
SOCI 101	X		X	SOC 210
<b>Mathematics</b> (select 1 course)				
MATH 110***		X	X	
MATH 130		X	X	MAT 172
MATH 152			X	MAT 263
MATH 231		X	X	MAT 271
<b>Natural Sciences</b> (select 1 course)				
ASTR 101/L	X			AST 111/111L
BIOL 101		X	X	BIO 111 (w/out lab)
CHEM 101			X	CHM 151 (w/out lab)
CHEM 102			X	CHM 152 (w/out lab)
GEOL 101	X			GEL 111 (w/out lab)
PSYC 101	X			PSY 150 (fulfills Social/Behavioral Science requirement in UGETC curriculum).

**TOTAL: 9 courses; 27-28 credit hours**

\*CCO = Carolina Courses Online (semester based).

\*\* Students with an interest in mathematics and sciences may choose to replace 1 course (3 hours) from the humanities/fine arts category with 1 additional course (3-4 hours) from the mathematics or natural sciences categories.

\*\*\*MATH 110 may not be used to fulfill a requirement for the UNC CORE Certificate, but it is a prerequisite for taking MATH 130, 152, and 231.

LFIT. The University of North Carolina at Chapel Hill awards credit for the Lifetime Fitness (LFIT) General Education requirement (PHYA 999, 0 hours) for military veterans who are honorably discharged from service (or currently serving) and completed Basic Training. Completing an LFIT course will not be a requirement for the UNC CORE certificate proposal.

**Table 3. UNC CORE Certificate Program Course List (From the *Undergraduate Bulletin*)**

**ARTH 151 History of Western Art I (3).** This is the first semester of a two-semester survey that is designed to acquaint the beginning student with the historical development of art and with the offerings and instructors of the art history faculty. ARTH 151 covers ancient, medieval, and early Renaissance periods.

**ARTH 152 History of Western Art II (3).** This is the second semester of the two-semester survey course including Western art from the Renaissance to the modern period. ARTH 151 is not a prerequisite for ARTH 152.

**ASTR 101 Introduction to Astronomy: The Solar System (3).** Celestial motions of the earth, sun, moon, and planets; nature of light; ground and space-based telescopes; comparative planetology; the earth and the moon; terrestrial and gas planets and their moons; dwarf planets, asteroids, and comets; planetary system formation; extrasolar planets; the search for extraterrestrial intelligence (SETI).

**ASTR 101L Introduction to Astronomy Laboratory: Our Place in Space (1).** Pre- or corequisite, ASTR 101. Observing with robotic telescopes in Chile, Australia, and around the world: planets, dwarf planets, moons, asteroids, binary and variable stars, supernovae, star-forming regions, star clusters, and galaxies; the seasons, the Galilean revolution; the cosmic distance ladder; the Great Debate; dark matter; Hubble's Law; dark energy.

**BIOL 101 Principles of Biology (3).** This course is the prerequisite to most higher courses in biology. An introduction to the fundamental principles of biology, including cell structure, chemistry, and function; genetics; evolution; adaptation; and ecology.

**CHEM 101 General Descriptive Chemistry I (3).** Prerequisite, MATH 110. The first course in a two-semester sequence. See also CHEM 102. Atomic and molecular structure, stoichiometry and conservation of mass, thermochemical changes and conservation of energy.

**CHEM 102 General Descriptive Chemistry II (3).** Prerequisites, CHEM 101 and 101L. C- or better required in CHEM 101. The course is the second in a two-semester sequence. See also CHEM 101. Gases, intermolecular forces, solutions, reaction rates, chemical equilibria including acid-base chemistry, thermochemistry, electrochemistry.

**ENGL 105 English Composition and Rhetoric (3).** This college-level course focuses on written and oral argumentation, composition, research, information literacy, and rhetorical analysis. The course introduces students to the specific disciplinary contexts for written work and oral presentations required in college courses. Students may not receive credit for both ENGL 102 and 105.

**ENGL 128 Major American Authors (3).** A study of approximately six major American authors drawn from Emerson, Thoreau, Hawthorne, Melville, Stowe, Whitman, Clemens, Dickinson, Chesnut, James, Eliot, Stein, Hemingway, O'Neill, Faulkner, Hurston, or others.

**GEOL 101 Introductory Geology (3).** Major geologic events: earthquakes, volcanic activity, mountain formation, plate tectonics, and erosion. Landscape development by glaciers, streams and groundwater, ocean currents and waves, wind. Not open to students with credit in or currently enrolled in GEOL 105, 109, or 110.

**HIST 127 American History to 1865 (3).** A survey of various aspects of American development during the colonial, revolutionary, and national periods, with stress upon major themes and interpretations.

**HIST 128 American History since 1865 (3).** A survey of various aspects of American development during a century of rapid industrial, social, political, and international change, with stress upon major themes and interpretations.

**MATH 130 Precalculus Mathematics (3).** Prerequisite, MATH 110. Covers the basic mathematical skills needed for learning calculus. Topics are calculating and working with functions and data, introduction to trigonometry, parametric equations, and the conic sections. A student may not receive credit for this course after receiving credit for MATH 231.

**MATH 152 Calculus for Business and Social Sciences (3).** Prerequisite, MATH 110. An introductory survey of differential and integral calculus with emphasis on techniques and applications of interest for business and the social sciences. This is a terminal course and not adequate preparation for MATH 232. A student cannot receive credit for this course after receiving credit for MATH 231 or 241.

**MATH 231 Calculus of Functions of One Variable I (3).** Prerequisites, MATH 110 and 130. Requires a grade of C- or better in MATH 130 or placement by the department. Limits, derivatives, and integrals of functions of one variable. Students may not receive credit for both MATH 231 and MATH 241.

**MUSC 145 Introduction to Jazz (3).** A survey of jazz music from its origins to the present. The course builds skills in critical listening and blends discussion of musical materials and historical and cultural contexts.

**PHIL 101 Introduction to Philosophy: Main Problems (3).** An introduction to philosophy focusing on a few central problems, for example: free will, the basis of morality, the nature and limits of knowledge, and the existence of God.

**POLI 100 Introduction to Government in the United States (3).** An introductory course designed to explain the basic processes and issues of the American political system.

**PSYC 101 General Psychology (3).** A survey of major principles of psychology and an introduction to scientific modes of thought about behavior. Students participate in ongoing psychological research in the department. PSYC 101 is a prerequisite for all psychology courses.

**SOCI 101 Sociological Perspectives (3).** Introduction to sociology as a discipline that includes study of differences and equality, social structure and institutions, culture, social change, individuals and populations, and social psychology.

**6. Provide a statement on the relationship of the Certificate Program to degree programs within the unit(s). To what extent will requirements for the Certificate overlap with requirements for bachelor's, master's or doctoral degrees? Confirm how course credit transfer policies will be applied to students.**

UNC-Chapel Hill residential or degree-seeking students would not be eligible for the UNC CORE Certificate. The UNC CORE Certificate is designed specifically for non-degree seeking, distance education students who are active duty service members in the United States armed forces, veterans, and National Guard and Reserve members.

The UNC CORE Certificate is structured to align with the existing curriculum for the UNC Universal General Education Transfer Component (UGETC), which meets system-wide, lower-division general education requirements.

The certificate requirements are similar to the "Making Connections" General Education curriculum at UNC-Chapel Hill, specifically the Approaches component of the curriculum (see Appendix B). The Making Connections curriculum acquaints students with six distinctive Approaches to knowledge, as represented by courses in the physical and life sciences, the social and behavioral sciences, historical analysis, philosophical and/or moral reasoning, literary arts, and the visual and performing arts. The Friday Center's UNC CORE requirements offer courses in most of these areas. Students who complete the certificate program and are accepted at UNC-Chapel Hill will have the advantage of having many General Education requirements already fulfilled. In addition, students who complete the certificate program and are accepted at another UNC system school will have many General Education requirements already fulfilled.

**7. Will the Certificate Program be offered jointly with another university? If yes, describe the relationship with the joint unit.**

The UNC CORE Certificate will be a UNC-Chapel Hill certificate. If students want to take other UNC CORE courses that are not on the certificate course list and apply it towards a certificate requirement, they must receive permission from their academic advisor in the Friday Center before enrolling in the course. No more than three courses (9 credits) may be substituted towards the certificate. Students will be informed that substitute courses (non-UGETC equivalent courses) may not necessarily count towards a lower-division General Education requirement at other UNC system schools.

**8. Will the Certificate Program be offered on campus, as a distance education program, or a combination? Describe any distance education components in detail.**

The UNC CORE Certificate is a distance education program. All courses are offered online or in print-based formats. Courses are asynchronous with structured lesson modules. Most semester-based courses feature discussion forums. Self-paced courses are designed to be completed in



one-on-one communication with the course instructor. All courses will meet the general education requirements set by the College of Arts and Sciences by including a final exam or assessment, requiring at least 10 pages of writing or equivalent, and including regular discussion or knowledge application exercises. All courses are approved by the respective academic department and the Curriculum Committee.

**9. Describe the admissions criteria and process in detail. Differentiate between processes for degree-seeking students and non-degree-seeking students, where applicable. Include information about residency for tuition purposes as needed.**

Eligibility will be limited to students who:

- are on active duty in the United States armed forces, are honorably discharged veterans of the United States armed forces, or are National Guard and Reserve members;
- do not already hold a baccalaureate degree;
- have either graduated from high school or completed the General Education Diploma (GED);
- cannot participate in residential programs at UNC-Chapel Hill and require the flexibility offered through distance education courses.

Consistent with the University's policy regarding admission to Part-Time Classroom Studies, the minimum requirements for admission to UNC CORE will be the same as those for admission to other credit-seeking undergraduate programs. The Office of Undergraduate Admissions will review each applicant individually, comprehensively, and holistically, using the same admissions criteria as for comparable full-time, degree-seeking students applying to the University. These criteria include the applicant's capacity to succeed academically in UNC CORE, as well as his or her capacity to contribute to the University's broad mission.

Although the criteria for UNC CORE admissions will be the same as for other credit-seeking undergraduate applicants, the admissions process will be designed to accommodate the needs and circumstances of active-duty service members and veterans. The University will waive the minimum admissions and course requirements of the public university system, as well as all requirements for standardized testing. Rather than submit, at the point of application, official transcripts from all schools previously attended, applicants will be asked to self-report their receipt of a high-school diploma or GED and to provide their Joint Services Transcript; they will also be asked to report any courses attempted and grades earned at colleges or universities previously attended, as well as to attest to their eligibility to return to any of these postsecondary institutions. Finally, applicants will be asked to submit a brief written statement. In evaluating these credentials, as noted above, the admissions office will assess each applicant's capacity to succeed academically in UNC CORE and his or her capacity to contribute to the University's mission.

Although graduates of UNC CORE will likely be competitive candidates for eventual admission to undergraduate degree-seeking programs at the University, admission to and completion of UNC CORE does not guarantee admission to any of those programs.

Due to UNC-CH certificate policies related to course overlap rules with credentials, students who (1) complete the UNC CORE certificate and (2) apply for and are accepted to UNC-Chapel Hill to an undergraduate degree program, will be given two options:

- A. All courses transfer to the bachelor’s degree. In this case, the student does not accept the certificate and only earns the bachelor’s degree at the end of the course of study. If the students does not complete the bachelor’s degree, s/he can apply to receive the certificate.
- B. No more than 40% of course credit (3 courses) may transfer to the bachelor’s degree. The student then has several General Education courses fulfilled and is free to take several other courses that would be of interest.

**10. Provide a three-year, semester-by-semester projection of enrollments and course offerings.**

- Spring and Summer 2016: 30 Course Offerings; 90 Enrollments
- Fall 2016–Summer 2017: 62 Course Offerings; 310 Enrollments
- Fall 2017–Summer 2018: 74 Course Offerings; 380 Enrollments

**11. Provide a three-year projection of the Certificate Program’s financial plan. Include the impact on campus resources, such as classrooms and instructional faculty/personnel. Also include plans for tuition and billing, if separate from standard rates across schools.**

The State of North Carolina has allocated \$1,000,000 in recurring funds to support the UNC CORE initiative. Annual revenue will also be generated by standard tuition and fees with the following estimation:

- 2015–2016: \$64,620
- 2016–2017: \$222,580
- 2017–2018: \$272,840

Please refer to the UNC CORE Certificate Program Budget (Appendix C).

**12. List all faculty members who will be responsible for planning and participating in the Certificate Program. Programs are encouraged to provide advising for students through the identification of one faculty member as the director of the Certificate.**

**Table 4. Planned Advisory Board Members**

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<b>Faculty/Staff</b>	<b>Department/Unit</b>
James Thompson	Associate Dean for Undergraduate Curricula
4 members of the Administrative Boards	TBA
2 students (1 currently enrolled; 1 completed)	TBA
5 Academic Department Friday Center Liaisons	TBA

**Table 5. Planned Course Instructors**

	<b>Course Instructors</b>
ARTH 151	Kate Arpen
ARTH 152	Kate Arpen
ASTR 101L	Daniel Reichart, Aaron Lacluyze
BIOL 101	Jean DeSaix; Peter DeSaix
CHEM 101	Lee Pedersen
CHEM 102	Lee Pedersen
ENGL 128	Heather Ross
GEOL 101	Michelle Haskin; Carrie Bartek
HIST 127	Thomas Sheppard, Joshua Lynn, Adam Domby, Joey Fink, Bradley Proctor, Nora Doyle, David Long
HIST 128	Amanda Bellows, Thomas Sheppard, Jessical Wilkerson, Mary Chopas, David Long
MATH 130	Brenda Shryock
MATH 152	Brenda Shryock
MATH 231	Elizabeth McLaughlin
MUSC 145	Christopher Wells
PHIL 101	Wesley Sauret, Molly Gardner, David Elson, Lindsay Brainard
POLI 100	Clyde Ray, John Lovett, Joel Winkelman
PSYC 101	Frederick Wiss, Deanna Larus
SOCI 101	Hajar Yazdiha, Allison Mathews, Jordan Radke, Demetrius Seiman

**13. Describe the evaluation plans for the Certificate Program.**

To evaluate how the UNC CORE Certificate Program functions, we will use a number of different approaches. For students who choose to enroll in the Certificate Program, we will document: (1) student background characteristics (e.g., gender, race/ethnicity, first generation status, years of military service, branch of military, financial need); and (2) student academic background characteristics (e.g., high school performance, community college attendance, other educational information; standardized test scores).

To document certificate participation rates, we will track: (1) total students enrolled in the certificate program at any given time; (2) the course taking patterns as a function of course types given in Table 2; (3) course completion rates and pace of completion by course and by student; (4) frequency of course offerings; (5) introduction of new offerings; (6) total students graduating with the certificate (by student characteristics); and (7) post-certificate outcomes including: additional online courses taken, subsequent enrollment in a four-year degree program, additional military duties assigned as a result of the program. Metrics will be compiled at the start of the certificate program to ensure that an appropriate course taking baseline is documented. Data will be regularly presented to the Advisory Board so that suggestions can be made mid-course about outreach to military and the availability course offerings.

Each year a sampling of written work from completed courses will be drawn for students who have completed the Certificate program. Trained raters will use a section of VALUE rubrics (Association of American Colleges and Universities; <https://www.aacu.org/value>) to describe student learning across the UNC CORE Certificate. We expect that students will have met key

milestones or capstone levels using these rubrics. UNC-Chapel Hill's Office of Institutional Research and Assessment will provide support in designing these student learning assessments.

Enrolled certificate students, as well as faculty that teach the certificate courses and mentor students, will be assessed annually using online surveys on dimensions tied to their perceived value of the program (e.g., adequacy of course offerings, advising about the program, support by the Friday Center staff, time commitment, plans for future enrollments). These criteria will be more fully developed by the Certificate Advisory Board.

The Certificate Advisory Board will meet once a year to discuss the the participation rates, student statistics, annual stakeholder surveys, exit interviews, and student learning outcomes. Advisory Board members will evaluate the set of data to help set the evaluation agenda in future years.

**14. Appropriate letters of support should be included with the proposal. All units sponsoring and participating in a Certificate Program should approve the proposal and provide support letters, including letters from units supporting the Certificate through resources (e.g., faculty time, course slots). Approval letters from the home school should accompany the proposal submitted to the Graduate School for final approval.**

Letters of support will be provided by Rob Bruce (Director, Friday Center for Continuing Education) and James Dean (Executive Vice Chancellor and Provost).

# Appendix A: Comprehensive Articulation Agreement

**COMPREHENSIVE ARTICULATION AGREEMENT  
BETWEEN  
THE UNIVERSITY OF NORTH CAROLINA  
AND  
THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

**Approved by the Board of Governors of The University of North Carolina and  
the State Board of The North Carolina Community College System**

**Revised February 21, 2014**

**Originally published March 1, 1996  
Revised January 1997; June 1999; November 1999;  
October 2002; April 2003; August 2004; November 2004; December 2004; May 2005; February 2007;  
September 2007; February 2008; June 2008; September 2008, June 2010, December 19, 2013**  
(This document, complete with appendices, is available at  
[http://www.northcarolina.edu/content.php/assessment/reports/student\\_info.htm](http://www.northcarolina.edu/content.php/assessment/reports/student_info.htm))

**COMPREHENSIVE ARTICULATION AGREEMENT (CAA)  
BETWEEN THE UNIVERSITY OF NORTH CAROLINA  
AND THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

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This document contains the articulation agreement in sections I-IV. Supporting documentation is provided in the appendices.

## **I. Legislative Overview**

The Comprehensive Articulation Agreement fulfills the provisions of House Bill 739, Senate Bill 1161 (1995 Session of the General Assembly), and House Bill 903. The original legislation is provided in Appendix A. Section 1 of HB 739 instructed the Board of Governors of The University of North Carolina and the State Board of Community Colleges to develop a plan for the transfer of credits between the institutions of the North Carolina Community College System, and between them and the constituent institutions of The University of North Carolina. Section 3 of HB 739 instructed the State Board of Community Colleges to implement common course descriptions for all community college programs by June 1, 1997. Section 1 of SB 1161 directed The University of North Carolina Board of Governors and the State Board of Community Colleges to develop a plan that ensures accurate and accessible academic counseling for students considering transfer between community colleges, and between community colleges and the constituent institutions of The University of North Carolina. Section 2 of SB 1161 required the two Boards to establish a timetable for the development of guidelines and transfer agreements for program majors, professional specialization, and associate in applied science degrees. Section 3 of SB 1161 directed the Board of Governors of The University of North Carolina and the State Board of Community Colleges to review their policies and rules and make any changes that are necessary to implement the plan for the transfer of credits.

In 2013, S.L. 2013-72 (HB 903) further emphasized the importance of the Comprehensive Articulation Agreement (CAA) by mandating compliance with its terms and requiring biannual joint reviews to assure full institutional adherence to the agreement. The bill requires that a report, summarizing the results of these reviews, including any instances of non-compliance or revision to the agreement be submitted to the Joint Legislative Oversight Committee on November 1 of each year.

## **II. Review and Revision of the Comprehensive Articulation Agreement (2013)**

Since the Comprehensive Articulation Agreement was established in 1997, there have been nearly two decades of student and faculty experience with the CAA, and considerable changes in lower-level general education requirements, and major program requirements of our North Carolina public senior institutions. Additionally, executive and legislative agencies with the state have endorsed greater participation in college level work by qualified secondary students.

After the review of the CAA within the context of these changes, this revision of CAA policies and curricula is designed to better facilitate the original purpose of the CAA to optimize the transfer of credits between the institutions of the North Carolina Community College System and the University of North Carolina institutions.

The focus of the current review of the CAA includes the following:

1. Supporting current general education requirements at senior institutions.
2. Establishing a process for maintaining currency.
3. Ensuring current information is universally accessible to students and advisors at both senior institutions and community colleges.

The revised Comprehensive Articulation Agreement serves as a current and adaptive agreement that supports more students completing both the associates and baccalaureate degrees.

### **III. Assumptions and Intent**

The Comprehensive Articulation Agreement between The University of North Carolina and the North Carolina Community College System rests upon several assumptions common to successful statewide comprehensive articulation agreements. The primary assumption is that institutions recognize the professional integrity of other public post-secondary institutions that are regionally accredited for college transfer programs. All courses designated as approved for college transfer under this agreement will be taught by faculty who meet Southern Association of Colleges and Schools (SACS) Commission on Colleges credential requirements. Another assumption is that substantial commonality exists in the lower-division general education requirements and courses currently offered at all universities and community colleges for the purpose of transfer.

The general education courses and pre-major courses offered at the institutions that comprise The University of North Carolina and the North Carolina Community College System are similar in intended outcomes and competencies, and so, transferable between institutions. The general education requirements of the receiving institutions remain in effect for all students not participating in this comprehensive articulation agreement; any upper-division general education requirements and graduation requirements remain unaffected by this agreement. Institution-wide, lower-division general education requirements serve as the starting point for determining specific general education courses in each baccalaureate major. The specific lower-level courses required for each major are the subject of the pre-majors developed by joint discipline committees. The purpose and history are provided in Appendix B.

### **IV. Policies**

The Comprehensive Articulation Agreement (CAA) applies to all fifty-eight North Carolina community colleges and all sixteen constituent institutions of The University of North Carolina. The CAA is applicable to all North Carolina community college students who successfully complete a course designated as transferable or graduate with an A.A. or A.S. degree and transfer to a constituent institution of The University of North Carolina. The regulations for implementation of the CAA were originally approved by the Board of Governors and the State Board of Community Colleges. The Transfer Advisory Committee (TAC) oversees refinements of the regulations and minor changes. Significant changes will be brought to the Board of Governors and the State Board of Community Colleges for review at the discretion of the respective Presidents of The University of North Carolina and the North Carolina Community College System. The TAC Procedures are provided in Appendix C.

Since the CAA was first established, the state of North Carolina has encouraged high school students to maximize their time by taking college coursework under various initiatives. The CAA policies extend to high school students taking college coursework through the North Carolina Community College System and/or the constituent universities of the University of North Carolina.



## **A. Transfer Advisory Committee (TAC)**

Authority to interpret the CAA policy rests with the TAC. The TAC is an eight-member committee appointed by the Presidents of the North Carolina Community College System and The University of North Carolina. Questions concerning the CAA policy interpretations should be directed to the appropriate system's chief academic officer with an explanation of the institutional policy that may (appear to) be in conflict with CAA policy. The chief academic officer will forward unresolved questions to the TAC for interpretation. Each system will appoint one ex-officio nonvoting member of the TAC. Each system will appoint one staff member to support the work of the TAC.

Questions about the transferability of the course work under the CAA or any proposed changes to the policies, general education courses, or pre-majors must be addressed by the TAC. Changes to the curriculum standards for the Associate in Arts and Associate in Science degree programs are the authority of the State Board of Community Colleges. The TAC will be notified of any changes.

## **B. Transfer Assured Admissions Policy (TAAP)**

The TAAP assures admission to one of the 16 UNC institutions under the following conditions:

- Admission is not assured to a specific campus or specific program or major.
- Students must have graduated from a North Carolina community college with an Associate in Arts or Associate in Science degree.
- Students must meet all requirements of the CAA.
- Students must have an overall GPA of at least 2.0 on a 4.0 scale, as calculated by the college from which they graduated, and a grade of "C" or better in all CAA courses.
- Students must be academically eligible for re-admission to the last institution attended.
- Students must meet judicial requirements of the institution to which they apply.
- Students must meet all application requirements at the receiving institution, including the submission of all required documentation by stated deadlines.

If a student is denied admission to a UNC institution, then he or she will be notified in writing by the institution. In this notification, the student will be directed to the College Foundation of North Carolina (CFNC) website ([www.cfnc.org](http://www.cfnc.org)) where the student will be given information regarding space availability and contacts in the respective UNC Admissions offices. It is the student's responsibility to contact each institution's admissions office to get specific information about admissions and available majors.

If the previous steps do not result in admission to a UNC institution, then the student should contact the CFNC Resource Center at 1-866-866-CFNC.

## **C. Transfer Credit Appeal**

If a transfer student perceives that the terms of the CAA have not been honored, he or she may follow the Transfer Credit Appeal Procedure as outlined in Appendix E. Each UNC and community college institution will provide a link to the Transfer Credit Appeal Procedure on its website.

## **V. Regulations**

### **A. Transfer of Credits**

The CAA establishes the procedures governing the transfer of credits for students who transfer from a North Carolina Community College to a constituent institution of The University of North Carolina. The CAA does not address admission to a specific institution or to a specific major within an institution.

#### **1. Eligibility**

To be eligible for the transfer of credits under the CAA, the student must graduate from the community college with an Associate in Arts (AA) or Associate in Science (AS) degree and have an overall Grade Point Average (GPA) of at least 2.0 on a 4.0 scale and a grade of "C" or better in all CAA courses. Students who do not complete the degree are eligible to transfer credits on a course-by course basis.

#### **2. Definition of General Education Courses and Pre-major Courses**

The Associate in Arts (AA) and Associate in Science (AS) degree programs in the North Carolina Community College System require a total of sixty or sixty-one semester hours credit for graduation (see Appendix F) and are transferable to any UNC institution. The overall total is comprised of both lower-division general education and pre-major courses. This curriculum reflects the distribution of discipline areas commonly included in institution-wide, lower-division general education requirements for the baccalaureate degree.

The Associate in Arts (AA) and Associate in Science (AS) degree programs include general education requirements that represent the fundamental foundation for success and include study in the areas of English composition, communications, humanities and fine arts, natural sciences and mathematics, and social and behavioral sciences. Within these discipline areas, community colleges must include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

The AA and AS degree programs of study are structured to include two components:

–**Universal General Education Transfer Component** comprises a minimum of 30 semester hours of credit, and

–**Additional general education, pre-major, and elective courses** that prepare students for successful transfer into selected majors at UNC institutions and bring the total number of hours in the degree programs to 60-61 semester hours.

To ensure maximum transferability of credits, students should select a transfer major and preferred transfer university before completing 30 semester hours of credit. Additional general education, pre-major, and elective courses should be selected based on a student’s intended major and transfer institution.

Each receiving institution will identify community college course equivalencies and publicize an equivalency course crosswalk to ensure transfer of credit uniformity and transparency.

The specific number and distribution of courses used to fulfill the requirement in each of these areas will be identified by each community college as meeting its own general education requirements. **The Universal General Education Transfer Component and Other Required General Education courses will be drawn from those courses designated in the North Carolina Community College Combined Course Library as being transferable general education.** This will preserve the autonomy of each community college to develop its own general education program, including those aspects that make its program unique. Students are directed to the pre-majors for specifics regarding courses and distribution.

### **3. Transfer of Associate in Arts and Associate in Science degree programs**

- a. The CAA enables North Carolina community college graduates of two-year Associate in Arts (AA) and Associate in Science (AS) degree programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.
- b. Universities cannot place requirements on students transferring under the CAA that are not required of their native students.
- c. A student who completes the Associate in Arts or Associate in Science degree prior to transfer to a UNC institution will have fulfilled the UNC institution’s lower-division general education requirements.
- d. Due to degree requirements in some majors, additional courses at the UNC institution may be required beyond the general education courses and pre-major courses taken at the community college.
- e. Community college graduates of the Associate in Arts or Associate in Science degree programs who have earned 60 semester hours in approved transfer courses with a grade of “C” or better and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 60 semester hours of academic credit upon admission to a UNC institution.
- f. Requirements for admission to some major programs may require additional pre-specialty courses beyond the pre-major taken at the community college. Students

entering such programs may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.

- g. All courses approved for transfer in the CAA are designated as fulfilling general education or pre-major/elective requirements (see Appendix G). While general education and pre-major courses may also be used as electives, elective courses may not be used to fulfill general education requirements.
- h. CAA courses taken beyond the 60-61 SHC of credit in which the student received less than a “C” will not negate the provisions of the CAA.

#### **4. UNC Minimum Admission Requirements (MAR) and Minimum Course Requirements (MCR)**

- a. A student who completes the Associate in Arts or the Associate in Science degree will satisfy UNC’s minimum admission requirements (MAR) and minimum course requirements (MCR).
- b. A transfer student will also be considered to have satisfied (MAR) and (MCR) if he or she has:
  - 1. received the Associate in Arts, the Associate in Science, the baccalaureate, or any higher degree, or
  - 2. completed at least six (6) semester hours in degree-credit in each of the following subjects: English, mathematics, the natural sciences, and social/behavioral sciences, and (for students who graduate from high school in 2003-04 and beyond) a second language.

#### **5. Students not completing the Associate in Arts or Associate in Science degrees**

A North Carolina community college student who satisfactorily completes, with a grade of “C” or better, courses identified in the Universal General Education Transfer Component will receive credit applied toward the university’s lower-division general education course requirements, subject to the following distribution limit: maximum of 6 hours in English Composition, 9 hours in Humanities/Fine Arts/Communications, 9 hours in Social/Behavioral Sciences, 8 hours in Mathematics, and 8 hours in the Natural Sciences.

A North Carolina community college student who satisfactorily completes a transfer course that is not designated as a Universal General Education Transfer Component course will receive transfer credit for the course. The receiving institution will determine whether the course will count as general education, pre-major, or elective credit.

**6. Certification of Universal General Education Transfer Component Courses, Associate in Arts Degree, or Associate in Science Degree Completion**

Certification of completion of the Associate in Arts or Associate in Science degree is the responsibility of the community college at which the courses are successfully completed. Transcript identification of Universal General Education Transfer Component courses is also the responsibility of the community college at which the courses are completed. The transcripts of students who transfer before completing the degree will be evaluated on a course-by-course basis by the receiving university. The transferring student who has not completed the degree must meet the receiving institution's general education requirements.

**7. Four-Year Degree Plan for Community College Transfer Students**

Beyond the Universal General Education Transfer Component courses, a program of study leading to the associate degree contains courses related to a student's major or program emphasis. Pre-major course tracks prepare students to succeed in their chosen field and provide students with clear pathways to completion. Each UNC institution will develop, publish, and maintain four-year degree plans identifying community college courses that provide pathways leading to associate degree completion, admission into the major, and baccalaureate completion. Students who complete the AA or AS degree and the degree plan tracks published by a UNC institution, and who are accepted into that institution and into that major within four years of initial enrollment at the community college, will continue into that major at the UNC institution with all courses fulfilling lower division general education and other degree requirements.

**8. Transfer of courses taken in other associate degree programs**

Upon admission to another public two-year institution or to a public university, a community college student who was enrolled in an Associate in Applied Science (AAS) or Associate in Fine Arts (AFA) degree program and who satisfactorily completed the courses with a grade of "C" or better in all courses that are designated for college transfer (see Appendix G, CAA Transfer Course List) will receive credit for those courses. AAS or AFA students completing courses designated Universal General Education Transfer Component will receive equivalent general education course credit for those courses at the receiving institution. For courses not designated as Universal General Education Transfer Component, the receiving institution will determine whether the course will count as general education or pre-major/elective credit. Students in these programs who transfer must meet the general education requirements of the receiving institution.

Articulation of Associate in Fine Arts or Associate in Applied Science degree programs may be handled on a bilateral articulation agreement basis rather than on a state-wide basis. Under bilateral agreements, individual universities and one or more community colleges may join in a collaborative effort to facilitate the transfer of students from AFA or AAS degree programs to baccalaureate degree programs.

The TAC encourages the development of new bi-lateral articulation agreements among institutions; However, TAC will not maintain a current inventory of bilateral articulation agreements for AAS degree programs.

## **9. Transfer of courses not originated at North Carolina community colleges**

Transfer courses that do not originate at a North Carolina community college or UNC institution may be used under the CAA with the following stipulations:

- a. Courses must be completed at a regionally accredited (e.g., SACS) institution of higher education;
- b. Courses must meet general education requirements; and
- c. Courses may total no more than 14 semester hours of general education course credit.
- d. For courses not originating at a NC community college, if the courses are used to complete the AA or AS, the courses will transfer as part of the degree. Otherwise, if 14 hours or less are presented without completion of the AA or AS, then the receiving institution will consider the courses on a course-by-course basis.

## **10. Transfer of Advanced Placement (AP) course credit**

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part of a student's successfully completed Associate in Arts or Associate in Science degree under the CAA. Students who receive AP course credit at a community college but do not complete the Associate in Arts or Associate in Science degree will have AP credit awarded on the basis of the receiving institution's AP policy.

## **B. Impact of the CAA on other articulation agreements**

The CAA takes precedence over bilateral articulation agreements established between constituent institutions of the University of North Carolina and the North Carolina Community College System but does not necessarily preclude such agreements. Institution-to-institution articulation agreements that fall within the parameters of the CAA and enhance transferability of students from community colleges to senior institutions are encouraged. Institutional articulation agreements conflicting with the CAA are not permitted.

## **C. Compliance Procedures**

The Transfer Advisory Committee (TAC) is charged with ensuring compliance of institutional policies and practices regarding the CAA. To that end, a TAC Review Team, comprised of one UNC representative and one community college representative, will survey and review the institutional transfer credit policies and procedures of two UNC institutions per quarter. The TAC will report the findings to UNC-General Administration and the North Carolina Community College System Office.

## **D. Students enrolled prior to Fall Semester 2014**

Students officially enrolled in an AA or AS program at a North Carolina community college prior to Fall Semester 2014 are subject to the conditions and protections contained in the CAA in place at the time of their initial enrollment as long as they have remained continuously enrolled.

# Appendix B: Making Connections Curriculum



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

## MAKING CONNECTIONS CURRICULUM General Education Requirements The University of North Carolina at Chapel Hill

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### FOUNDATIONS

13–19 hours total

Courses that teach college-level foundational skills to facilitate further learning

#### English Composition and Rhetoric CR (3 hours)

- A course in writing, rhetorical analysis, research, and oral communication required in college disciplines (ENGL 105)

#### Foreign Language FL (6–8 hours, with level 2 placement)

- Through level 3 (e.g., ARAB 203, CHER 203, SPAN 203, RELI 403)
  - No credit for level 1 of a student's high school language

#### Quantitative Reasoning QR (3 hours)

- One quantitative reasoning course (e.g., COMP 110, MATH 116, PHIL 155)

#### Lifetime Fitness LF (1 hour)

- One (and only one) course granting 1 hour of academic credit toward graduation (e.g., LFIT 104)

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### APPROACHES

25 hours total

Courses that examine distinctive approaches to knowledge and intellectual inquiry

#### Physical and Life Sciences PL, PX (7 hours)

- Two courses from approved lists, at least one with a laboratory (e.g., BIOL 113 or PSYC 101 [PL]; GEOL 105 + 101L, or PHYS 114 [PX])

#### Social and Behavioral Sciences SS, HS (9 hours)

- Three courses from at least two different departments or curricula (e.g., ECON 101, POLI 100, PLAN 246, SOCI 101)
  - One of the three courses must engage in historical analysis (e.g., AAAD 130, CLAS 242, GERM 257, HIST 151)

#### Humanities and Fine Arts PH, LA, VP (9 hours)

- One course in philosophical analysis with significant content in ethics and moral reasoning (e.g., PHIL 101, ANTH 146)
- One course in literary arts (e.g., AMST 211, CMPL 122, ENGL 123, FREN 260)
- One course in visual or performing arts (e.g., ARTS 104, ASIA 154, DRAM 116, MUSC 145)

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### CONNECTIONS

0 additional hours; all  
courses are eligible for  
multiple counting

Courses that build on previous knowledge, develop and apply academic expertise, and encourage interdisciplinary conversation

#### Foundations across the Curriculum CI, QI

- One Communication Intensive course (e.g., BUSI 51, HIST 398, JOMC 153)
- One Quantitative Intensive course (e.g., ENEC 222, LING 333, MASC 553, POLI 209) or a second QR course

#### Local, National, and Global Connections EE, US, NA, BN, WB, GL

- One Experiential Education course or program of study (e.g., ANTH 395, PLCY 293, APPLES, UNC study abroad)
- One U.S. Diversity course (e.g., COMM 224, FOLK 340, SOCI 122, WMST 101)
- One course on the North Atlantic World (e.g., ARTH 54, JWST 360, RELI 332, RUSS 473)
- One Beyond the North Atlantic course (e.g., CHIN 150, GEOG 458, JAPN 261, LTAM 101)
- One course on the World before 1750 (e.g., ANTH 121, ASTR 205, CLAR 120, ITAL 241)
- One Global Issues course (e.g., GLOBL 210, PHYS 108, POLI 433, SLAV 306)

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### SUPPLEMENTAL GENERAL EDUCATION REQUIREMENT

Courses that add breadth beyond the major and promote connections across disciplines

Students seeking B.A. degrees in the College of Arts and Sciences and Schools of Education or Journalism and Mass Communication must fulfill a Supplemental General Education requirement in one of the following ways:

- By completing a second major or a minor.
- By completing three courses (9 hours) 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 student's major and cannot be cross-listed with a course used to satisfy the requirements for the student's major. Courses being used to fulfill Foundations or Approaches requirements may not be used to fulfill the Supplemental General Education requirement.
- By completing a concentration outside the professional school as part of the degree requirements for graduating from the school.



## Criteria for General Education Requirements

For additional information, see [http://www.ouc.unc.edu/Faculty/GenEd\\_criteria.pdf](http://www.ouc.unc.edu/Faculty/GenEd_criteria.pdf)

1. Final examinations (or a final evaluation) are mandatory for all undergraduate courses.
2. Courses used to satisfy General Education requirements (with the exception of LFIT) may not be declared Pass/D+/D/Fail.
3. General Education requirements (except the Supplemental General Education requirement) may not be satisfied with special topics or other courses with variable content.
4. Foundations, Approaches, and Connections courses may fulfill requirements for a major and minor.
5. A course can meet only one Approaches requirement but, as a norm, may also meet one additional Connections requirement.
6. Courses fulfilling General Education requirements must include at least 10 pages of written work, excluding essays on in-class examinations. Classes requiring little writing, such as studio art or some science classes, must include work equivalent to 10 pages of writing appropriate to the discipline.

## General Education Course Classifications

General Education Course Type	Brief Description
Beyond the North Atlantic World (BN)	BN courses focus at least two-thirds of the course content on the history, geography, and/or culture of Asia, Africa, the Middle East, Latin America, Eastern Europe, and the Pacific.
Communication Intensive (CI)	CI courses provide students practice with and instructor feedback on written and oral assignments within a specific disciplinary context. Writing and speaking, integrated with course content, form a substantial portion of the final grade (at least 20%). Students must revise for a grade a draft or oral presentation based on the instructor's comments.
Composition and Rhetoric (CR)	CR courses introduce students to college-level disciplinary contexts for written and oral argumentation, composition, research and information literacy, and rhetorical analysis.
Experiential Education (EE)	EE courses connect academic inquiry with structured, active learning experiences such as sustained, mentored research; approved service learning; courses with substantial field work; UNC-approved study abroad; departmental or UNC internships; or faculty-supervised creative work that culminates in public programming.
Foreign Language (FL)	FL courses promote a secure ability to use and understand at least one language other than English and become conversant with the cultural practices of those who employ that language.
Global Issues (GL)	GL courses emphasize transnational connections and global forces among two or more cultures, nations, or other social units. Courses devoted to natural phenomena or technology must place at least half of the emphasis on the human dimensions of the phenomena studied.
Historical Analysis (HS)	HS courses study human behavior in past times, with an emphasis on change over time. The primary emphasis is on human behavior in social or cultural contexts.
Literary Arts (LA)	LA courses examine literary or filmic texts as the written or visual expressions of human experience. At least two-thirds of the course content should involve the reading/viewing/analysis/creation of literary or filmic texts.
Lifetime Fitness (LF)	LF courses combine instruction in life-long health and wellness with instruction in, and practice of, a sport or physical activity that can be sustained for life.
North Atlantic World (NA)	NA courses devote more than two-thirds of the course content to the history, culture, or society of North America (including American Indians) or of Europe, especially cultures whose dominant language belongs to the Germanic, Celtic, or Romance language families.
Philosophical and Moral Reasoning (PH)	PH courses address fundamental questions about aspects of human experience or endeavor and teach methods of reasoning, analysis, and interpretation appropriate to such inquiry. Courses treating the social dimensions of philosophical reasoning must devote at least 20% of the course to questions of morality and values.
Physical and Life Sciences (PL and PX)	PL and PX courses emphasize the physical and life sciences, the scientific basis of technology, or a combination of these topics. Three-credit lecture courses usually fulfill the PL requirement. Courses combining lecture and laboratory components normally provide four hours of PX credit.
Quantitative Intensive (QI)	QI courses refine quantitative-reasoning skills in disciplinary contexts. At least half the course must involve modeling, numerical reasoning, interpreting quantitative data, mathematical analysis, or formal logic and proofs.
Quantitative Reasoning (QR)	QR courses extend abilities to think critically about, and with, numerical information by focusing on mathematics, data analysis, statistics, computing, probability, or modeling.
Social and Behavioral Sciences (SS)	SS courses study individual or collective behavior, drawing on established quantitative or qualitative methods of analysis and interpretation to consider various dimensions of individual behavior, the family, society, politics, and the economy.
U.S. Diversity (US)	US courses systematically address one or more aspects of diversity in the United States, whether arising from ethnic, generational, class, gender, sexual, regional, or religious differences.
Visual and Performing Arts (VP)	VP courses emphasize aesthetic non-literary content, foster critical thinking and creative practice, and encourage life-long engagement with the fine arts. At least two-thirds of the course content should involve analysis of or creative expression within the visual or performing arts.
World before 1750 (WB)	WB courses devote at least two-thirds of the course content to the period prior to 1750 CE. They deal explicitly with change over time or situate course material within cultural, political, or social contexts.

Last revised 4/14/14

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## Appendix C: UNC CORE Budget

Description	FTE	Year 1		Year 2	Year 3	Year 4	COMMENT
		One Time	Recurring	Recurring	Recurring	Recurring	
Associate Director for Military Programs	1	\$ 70,000.00	\$ 17,500.00	\$ 70,000.00	\$ 70,000.00	\$ 70,000.00	
Academic Advisor	1	\$ 50,000.00	\$ 12,500.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	
Assessment & Evaluation Coordinator	1	\$ 70,000.00	\$ 17,500.00	\$ 70,000.00	\$ 70,000.00	\$ 70,000.00	
Videographer	1	\$ 55,000.00	\$ 13,750.00	\$ 55,000.00	\$ 55,000.00	\$ 55,000.00	
Instructional Designer	1	\$ 60,000.00	\$ 15,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	
Instructional Designer	1	\$ 60,000.00	\$ 15,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	
Marketing Coordinator	0.5	\$ 60,000.00	\$ 7,500.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	
Administration	0.10	\$ 465,800.00	\$ 34,935.00	\$ 46,580.00	\$ 46,580.00	\$ 46,580.00	
<b>Subtotal</b>			\$ 133,685.00	\$ 441,580.00	\$ 441,580.00	\$ 441,580.00	
Benefits		\$ 0.23	\$ 30,254.25	\$ 99,933.97	\$ 99,933.97	\$ 99,933.97	
Health Ins		\$ 5,378.00	\$ 10,756.00	\$ 37,646.00	\$ 37,646.00	\$ 37,646.00	
<b>Total 1110/1210</b>			\$ 174,695.25	\$ 579,159.97	\$ 579,159.97	\$ 579,159.97	

Faculty Course Development Salary @ \$7500/course	Per	\$ 37,500.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	
Faculty Course Revision Salary @ \$2000/course	Per	\$ 20,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	
Faculty Salary @ \$7000/course	Per	\$ 35,000.00	\$ 70,000.00	\$ 175,000.00	\$ 245,000.00	
<b>Subtotal</b>			\$ 92,500.00	\$ 175,000.00	\$ 280,000.00	\$ 350,000.00
Benefits	\$ 0.23	\$ 20,933.68	\$ 39,604.25	\$ 63,366.80	\$ 79,208.50	
	\$ 5,378.00	\$ 5,378.00	\$ 10,756.00	\$ 16,134.00	\$ 21,512.00	
<b>Total 1310</b>			\$ 118,811.68	\$ 225,360.25	\$ 359,500.80	\$ 450,720.50

### Total Personnel

Office Renovation	\$ 91,000.00					
Furniture	\$ 35,000.00					
Computers	\$ 21,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00		
Video Equipment	\$ 10,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00		
Office Equipment	\$ 5,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	

Office Supplies (general supplies and paper)		\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	
Software Supplies & Licenses		\$ 5,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	
Annual Consortium Payment to Schools		\$ 28,000.00	\$ 28,000.00	\$ 28,000.00	\$ 28,000.00	
Advertising & Promotion		\$ 50,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	
Training & Professional Development		\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	
Travel		\$ 5,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	
Faculty Course Review	NP	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	Transfer to Arts and Sciences Dean's Office
Subtotal Nonpersonnel		\$ 167,000.00	\$ 129,500.00	\$ 196,500.00	\$ 196,500.00	
		\$ 590,006.93	\$ 1,001,020.22	\$ 1,135,160.77	\$ 1,226,380.47	