

Revising General Education at UNCW

“One should bear in mind that there is nothing more difficult to execute, nor more dubious of success, nor more dangerous to administer than to introduce a new system of things: for he who introduces it has all those who profit from the old system as his enemies, and he has only lukewarm allies in all those who might profit from the new system. This lukewarmness partly stems from fear of their adversaries, who have custom on their side, and partly from the skepticism of men who do not truly believe in new things unless they have actually had personal experience of them. Therefore, it happens that whenever those who are enemies have the chance to attack, they do so in a partisan manner, and those others defend only hesitantly.”

- Niccolo Machiavelli

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Basic Studies Committee

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I. EXECUTIVE SUMMARY

In January of 2004, the Faculty Senate appointed the Basic Studies Revision Task Force. The Chancellor's charge to the Task Force was to review the general education program in place at UNCW relative to those at other universities, and to create "the ideal curriculum for us, based on our values and mission...a curriculum that reflects our best judgment on what our students need to know in order for them to succeed not just in their major coursework, but as citizens in the 21st century." The Task Force report ([Appendix A](#)), was delivered to the Faculty Senate in the spring of 2006 and included recommendations for several key elements of a new Basic Studies curriculum. The Task Force recommended adding required "Freshman Seminar" and "Senior Capstone" categories to the existing categories of Basic Studies, and pointed out the need to add "writing-emphasis" courses along with "diversity-related courses" and "global issues courses."

In November of 2006 the Faculty Senate created the Basic Studies Committee and charged that committee on November 26 ([Appendix B](#)). With the report of the Task Force as a starting point, the committee began work in January 2007 with the "end goal" of "a new basic studies curriculum." What follows is a brief description of the new curriculum proposed by the committee, now known as University Studies and envisioned as pertaining to the entirety of the undergraduate experience.

UNIVERSITY STUDIES REQUIREMENTS

THE CORE CURRICULUM

Foundations (11-23 hours)

- *Composition (3-6 hours)*
One or two courses depending on SAT score.
- *Lifetime Wellness (2 hours)*
- *Mathematics and Statistics (3 hours)*
- *Second Language (0-9 hours)*
Proficiency through 201-level
- *Freshman Seminar(s) (3 hours)*
A variety of seminar-style options

Approaches and Perspectives (28-31 hours – courses in one of the two final components may be eligible for "multiple counting")

- *Aesthetic, Interpretive, and Literary Perspectives (at least 6 hours)*
- *Historical and Philosophical Approaches (at least 6 hours)*
- *Scientific Approaches to the Natural World (at least 7 hours with one laboratory course)*
- *Understanding Human Institutions and Behaviors (at least 6 hours)*
- *Living in Our Diverse Nation (at least 3 hours)*
- *Living in a Global Society (at least 3 hours)*

Thematic Transdisciplinary Clusters (0 hours – all courses eligible for “multiple counting”)

- *A trio of thematically-related courses from Foundations and/or Approaches and Perspectives (above)*

COMMON REQUIREMENTS

Building Competencies (0-6 hours – all courses are eligible for “multiple counting”)

- *Oral Communication Competency (0 hours – currently fulfilled as a part of each major)*
- *Computer Competency (0 hours – currently fulfilled as part of each major)*
- *Information Literacy (0 hours – Freshman Seminar, and at least two additional IL-intensive courses – at least one in the major)*
- *Writing Intensive Courses (0 hours – at least three courses designated as writing-intensive – at least one at the 300-400-level and at least one in the major)*
- *Quantitative and Logical Reasoning (0-3 hours- may be taken as a major requirement)*
- *Capstone (0-3 hours - may be taken as a major requirement)*

Explorations Beyond the Classroom (0-6 hours from any one of the options below – may be integrated into the major or any of the other components of University Studies)

- *Discovery (mentored research or creative work that engages students in active discovery processes)*
- *Application (fieldwork, practicum, student-teaching, or other credit-bearing work in an applied setting)*
- *Regional Engagement (an approved leadership or service-learning experience)*
- *Exploration Abroad (an approved education abroad experience)*

KEY ELEMENTS OF CHANGE IN UNIVERSITY STUDIES:

- *Articulates the form and functions of our general education program to students, faculty, and community*
- *Specifies University-Wide Student Learning Goals (UNCW Learning Goals) and links them explicitly to the University Mission Statement*
- *Integrates the learning and practice of essential competencies across the undergraduate years (writing, quantitative reasoning, and information literacy)*
- *Broadens the scope of our general education program to include new elements identified by the Basic Studies Task Force*
- *Recognizes a variety of important curricular and co-curricular programs that foster civic engagement and global learning*
- *Emphasizes the transdisciplinary nature of much modern inquiry while maintaining a distributive requirement*
- *Militates against the perception of disciplinary isolation and encourages transdisciplinary and interdisciplinary activities*
- *Recognizes the importance of undergraduate research of a variety of forms*
- *Emphasizes the development of cultural competencies*
- *Encourages curricular innovation*

II. INTRODUCTION

In the years since 1973 (when a periodic revision last resulted in substantial change in the Basic Studies framework – [Appendix C](#)) the world has changed enormously. Our knowledge of the world has changed, our technologies have changed, and our students have changed. If our graduates are to be successful in the 21st century, we must acknowledge these changes and we must attempt to prepare students for the unforeseen challenges they will encounter after they leave UNCW. In our estimation, a general education program should play a major role in helping students connect and apply the knowledge and experience they acquire at UNCW to the challenges they will face in both their personal and professional lives. The goals of general education need not be tied to specific departments or majors, but instead should be dispersed across disciplinary borders and nurtured across the whole of undergraduate study.

On the national front, a consensus is emerging regarding the desired outcomes of general education (*College Learning for the New Global Century, 2007*) and the best practices (Kuh, 2008) to develop them. In terms of learning outcomes, employers, graduate schools, prominent academics, many colleges and universities, the American Association of Colleges and Universities, and UNC Tomorrow have all generated lists that contain many of the same elements. Moreover, these outcomes map nicely onto the list of learning outcomes created by our predecessors on the Basic Studies Revision Task Force. We have adopted the Task Force list, with what we hope will be viewed as minor alterations designed with assessment in mind, while attempting to maintain the spirit of their ideas.

These **UNCW Learning Goals** (see III, below) are unlikely to be controversial for our faculty. *Foundational Knowledge, Critical Thinking, and Thoughtful Expression*, for example, will sound to most faculty members like appropriate learning outcomes for most courses at UNCW. If, as seems likely to us, most of our students currently graduate with improved abilities in these areas, then our task becomes a matter of discovering where students make these gains and enhancing their educational experiences to make their learning more efficient.

A substantial literature suggests that critical thinking skills, and the abilities to apply those skills in new situations, are best acquired through active learning. Many of the practices that are successful at increasing student engagement are already common practice on our campus. Freshman Seminars, Learning Communities, Undergraduate Research, and Community-Based Learning have all been labeled “High-Impact Educational Practices” (Kuh, 2008). This proposal specifies a path to expand that list to include additional high impact practices such as Writing-Intensive Courses, Diversity/Global Learning, and Capstone Courses.

The question then, is not what sorts of experiences do we need to provide our undergraduate students to prepare them for the future, but how to integrate those experiences into a coherent program of general education? The description of the University Studies program that follows represents one attempt to update our general education program in line with current best practices.

It is the hope of the committee that this document will not represent an end to our discussion of general education at UNCW, but rather, an important beginning to a continuing dialogue. If the ensuing conversations help to articulate our philosophy of undergraduate education and to define its relation to the other missions of the university, we will have made important progress for our students.

Our recommendation for the new University Studies curriculum contains the following elements:

The first two elements of the *Core Curriculum*, *Foundations* and *Approaches and Perspectives*, correspond roughly to our current Basic Studies requirements. These courses will help students obtain a broad knowledge base across many disciplines and to begin to develop the abilities and skills described by the new UNCW Learning Goals while also including two key new goals suggested by the Task Force (Diversity and Global). The third *Core* element, *Thematic Transdisciplinary Clusters*, represents an effort to emphasize integrative learning by allowing students to investigate a common theme through multiple disciplinary lenses. The topics of these clusters will need to be developed via a collaborative faculty process. The proposal also contains an additional series of *Common Requirements* in elements we have called *Building Competencies*, *Explorations Beyond the Classroom*, and *Capstone Experience*. It is our hope that many courses in the *Core* will be designated as enhancing students' writing, oral communication, and quantitative skills, and will thus qualify as part of *Building Competencies* while adding few or no credits to their University Studies requirements. We also hope to acknowledge the substantial work done by our students outside of traditional classroom settings in *Explorations Beyond The Classroom*. Here students will receive a notation on the transcript for participation in a variety of curricular and extra-curricular activities that help students integrate ideas learned in the classroom with real-world experiences. Again our hope is that most students will fulfill this requirement with work they already elect to do. Finally, we recommend a *Capstone Experience* for all students that will encourage the integration and practice of the abilities and skills described by the UNCW Learning Goals. We encourage those few disciplines that currently do not require one, to consider the development of a *Capstone Experience*.

III. UNCW LEARNING GOALS (University-Wide Student Learning Goals)

The authors of a recent report suggest that among academic institutions that revised their general education programs, one of the most frequent reasons cited as provoking change was that a program was fragmented and had little coherence (Johnson, Ratliff, and Gaff, 2004). In an effort to reduce the perception of fragmentation and to emphasize the coherence of our program, to faculty as well as to students, the UNCW Learning Goals that we propose have been explicitly linked to the recently revised University Mission Statement ([Appendix D](#)). In addition, for each component of the new core curriculum, we have proposed Common Learning Outcomes (see IV, below) that will link directly to the UNCW Learning Goals.

Potential catalogue copy to replace paragraph under the heading “Basic Studies Requirements” (page 114, UNCW Undergraduate Catalogue 2008-2009):

The University Studies Program at UNCW encourages students to begin a life-long journey of engaged inquiry and societal contribution. As a consciously integrated component of each student’s overall educational experience, the program reflects our institution’s fundamental commitment to fostering ethical and intellectual development and to promoting the growth of well-informed, creative, literate human beings. In addition, while a broad knowledge base has always been essential to liberal education, and to any understanding of the enduring questions of our intellectual heritage, today’s students must also possess skills and capacities that allow rapid and effective adaptation to the complexities of modern citizenship. Therefore, University Studies will prepare students to create inclusive solutions to the pressing issues facing humanity today, and to anticipate the unforeseen global challenges of tomorrow.

Students who complete the University Studies program will:

Goal 1. Acquire foundational knowledge, theories and perspectives in a variety of disciplines (*Foundational Knowledge*);

Goal 2. Engage in rigorous, open-minded and imaginative inquiry (*Inquiry*);

Goal 3. Locate, evaluate, and effectively use information by applying a variety of academic and technological skills (*Information Literacy*);

Goal 4. Integrate multiple methods and perspectives to critically examine complex problems (*Critical Thinking*);

Goal 5. Effectively express meaningful ideas in speech and writing (*Thoughtful Expression*);

Goal 6. Demonstrate basic proficiency in speaking, listening, writing and reading in a language in addition to English (*Second Language*);

Goal 7. Describe and examine the importance and implications of human diversity (*Diversity*);

Goal 8. Describe and examine the intellectual and ethical responsibilities of active global citizenship (*Global Citizenship*);

Goal 9. Demonstrate the ability to work effectively in teams (*Teamwork*).

IV. CORE CURRICULUM

Overview of Components and Common Learning Outcomes

A liberal education introduces students to a broad range of knowledge and skills that will allow them to continue to synthesize new understandings through creative inquiry and critical thinking, respond thoughtfully to tomorrow's challenges, and participate responsibly in an increasingly interdependent world. Each component of the University Studies program is included in order to expose students to both the subject matter and, more importantly, the ways of knowing of a field, or a group of closely-related fields, of human knowledge.

In light of the purpose of each component, the courses that become part of it are expected to address the essential understandings and the overarching ways of thinking, discovering, and communicating within that component, as well as provide more focused knowledge on a particular topic. Each course should help students make connections between the specific course topics and these essential understandings, as well as help students make connections between what they are doing in the course and what they will be doing for the rest of their lives. The Common Student Learning Outcomes for each component describe in demonstrable terms the essential knowledge and skills that students should be able to learn from taking courses within the component. All courses approved for inclusion in a component are expected to provide instruction that will enable students to achieve these common outcomes and to provide opportunities for students to demonstrate that learning.

The Common Student Learning Outcomes for each component have been aligned with the UNCW Learning Goals, insuring that all University Studies courses provide students with opportunities to develop their grasp of the essential understandings of the component, as well as to practice and refine the broader knowledge and abilities listed in the UNCW Learning Goals.

The *Core* of the University Studies Program is comprised of three elements; *Foundational Courses, Approaches and Perspectives*, and *Thematic Transdisciplinary Clusters*. The first two components correspond roughly to the domains of our current Basic Studies along with our attempts to incorporate some of the suggestions made by the Task Force. The third component is new and represents an attempt to provide all of our students with experiences that emphasize integrative learning and encourage them to seek answers to thematic questions from a variety of disciplinary perspectives.

A. Foundations (11-23 hours)

Courses in this component are designed, in part, to begin to develop the skills that will be required for successful student learning in additional coursework throughout the curriculum. The journey toward writing proficiency begins here and extends throughout the university career

of each learner. In similar fashion, attainment of quantitative literacy involves a gradual process that begins with a course at a foundational level and extends to more advanced courses. These foundational skills require careful instruction and repeated practice at each level to allow the student to reach the degree of proficiency demanded by modern citizenship.

Freshman Seminars are designed to serve several functions. All Freshman Seminars serve to introduce the student to essential university services, to improve effective study skills, and to explore a wide variety of topics. Small class size ensures substantial interaction with an instructor as well as additional active learning opportunities with a group of peers. The forms of these courses vary widely and the topics selected for study are drawn from a large number of disciplines.

Proficiency in a second language is not a luxury for students in the 21st century. The ability to communicate and connect with members of different language communities is an important element of cultural competence. While courses in this component are designed to achieve a basic level of language proficiency, they also serve to introduce students to elements of the cultures where the language is spoken, and to encourage and prepare students for educational experiences abroad.

The Lifetime Wellness course is designed to provide learning opportunities that guide students to make appropriate health decisions. This course provides a strong foundation in science-based health and fitness concepts and emphasizes the skills required to find and select basic health information and apply it to their everyday lives.

- i. Freshman Seminar – Students will complete one course (3 hours) from a list of approved seminar options.
- ii. Lifetime Wellness – Students will complete PED 101 (2 hours).
- iii. Composition – Students will complete a two-course sequence to fulfill this requirement (6 hours). Students with SAT scores of 610 or higher will take only a single course (3 hours).
- iv. Second Language – Students will demonstrate proficiency at the 201-level. Students may fulfill this requirement by appropriate performance on a monitored placement examination (0 hours) or by completing a language course at the 201-level (3-9 hours).
- v. Mathematics and Statistics – Students will complete one course (3 hours).

B. Approaches and Perspectives (28-31 hours)

The arrangement of the six components in this section of University Studies was designed to reduce the perception of departments as isolated entities and to allow for the inclusion of two

new areas of emphasis (*Living in Our Diverse Nation, Living in a Global Society*), without substantially disrupting the current options available to students. The Common Learning Outcomes expected in each component are made explicit both to the students who will select these courses and to the faculty who will teach them (these may be viewed by following the links below for each component). While all courses must meet the criteria for inclusion in a component, we anticipate that some existing courses will be appropriate for inclusion with some modification. Courses may be listed in multiple components as long as they meet the criteria for each component.

i. Aesthetic, Interpretive, and Literary Perspectives – Students will complete two courses from this component with two different course prefixes (6 hours).

ii. Historical and Philosophical Approaches – Students will complete two courses from this component with two different course prefixes (6 hours).

iii. Scientific Approaches to the Natural World – Students will complete two courses from this component with two different course prefixes; at least one course will have an associated laboratory experience (7 hours).

iv. Understanding Human Institutions and Behaviors – Students will complete two courses from this component with two different course prefixes (6 hours).

v. Living in Our Diverse Nation – Students will complete 3 hours from this component. We anticipate that courses will be submitted for inclusion in this component from a variety of disciplines.

vi. Living in a Global Society – Students will complete 3 hours from this component. We anticipate that courses will be submitted for inclusion in this component from a variety of disciplines.

Note: One of the courses that students use to fulfill a requirement in either v or vi above may also be used to fulfill a requirement in i-iv (only one course may be double-counted in this way).

C. Thematic Transdisciplinary Clusters (0 hours)

Preparation for effective citizenship today requires the ability to recognize multiple competing and complementary viewpoints and to understand that solutions to many modern problems and issues depend on successful integration of multiple viewpoints (Huber et al., 2007). By completing three thematically-related courses in the **Core**, students will engage in the type of

cross-disciplinary study that will help them learn to seek creative solutions to difficulties they will encounter when dealing with the complex problems that shape our modern world.

The components described above and the required *Thematic Transdisciplinary Clusters* will require that students, in consultation with their academic advisors, articulate an academic plan and make course choices designed to follow that path. By selecting courses that address elements of a theme from different disciplinary perspectives, students will be more likely to show greater gains in critical thinking skills than they would by taking an equivalent number of courses within a single discipline (Bok, 2006, page 138). Each three-course *Cluster* will explore an idea from three different perspectives and will provide students with the opportunity to integrate the methods and findings of different disciplines.

The themes that will be available to students will need to be developed by collaborative faculty efforts across departments. Some campuses that use a similar curricular option have chosen to explore a series of “big questions” important to all of humanity (e.g., *Global Warming, War, Poverty*). Others have opted for a variety of themes of more local interest (e.g., *Coastal Life, Southern Culture*). Many successful programs of this type include a combination of large and local themes that reflect faculty and student interests. Critical factors for the success of such a plan will include faculty interest, input, and collaboration. Funds for faculty development will also be essential here.

[All three courses in a *Theme* can be double-counted with other components in the student’s program of study. Successful completion of a minor may be substituted for this requirement.]

V. COMMON REQUIREMENTS

In addition to the **Core Curriculum**, students will also complete additional requirements in the three components below. Courses in *Building Competencies* contribute to the development of students' oral and written communication skills, quantitative skills, information literacy, and computer competency. *Explorations Beyond the Classroom* will acknowledge the important role of a variety of effective learning environments outside of the traditional classroom. *Capstone Courses* will allow students to demonstrate mastery of many of the UNCW Learning Goals in a single integrative experience. For most students, these requirements will be incorporated into a program of study without substantially increasing the total credit hours dedicated to University Studies.

A. Building Competencies (3 hours)

Several of the competencies that we seek to develop in our students require explicit instruction and repeated practice with feedback across the undergraduate years (and beyond). To be effective citizens in the 21st century and to be competitive in the rapidly changing job market, students must be equipped with knowledge and skills that will be transportable across the many employment situations that they are likely to encounter in their early post-graduation years.

[We anticipate that most of these courses will be taken as part of the **Core** or major and will be double-counted.]

- i. Writing Intensive Courses – Students will select at least three courses that are designated as *writing-intensive*. One of these courses must be in the major and one must be at the 300-400 level. Our hope is that students will have many options available as part of the core curriculum. All *writing-intensive* courses may be double counted.
- ii. Information Literacy (IL) – Students will begin the journey toward *Information Literacy* in the Freshman Seminar and then take two additional *IL- Intensive* courses.
- iii. Quantitative and Logical Reasoning – In addition to the *Mathematics and Statistics* requirement, students will complete at least one additional course (3 hours) in either *Quantitative Reasoning* or *Logic* (3 hours).
- iv. Oral Communication Competency

From the *UNCW Undergraduate Catalogue 2008-2009*:

The university requires all students to develop competency in oral communication prior to graduation. Students in each major must satisfy the requirement of oral communication competency as specified by that major.

v. Computer Competency

From the *UNCW Undergraduate Catalogue 2008-2009*:

The university requires that all students prior to graduation develop competency in basic computer skills including knowledge of campus use policies, facility with standard applications, and awareness of legal and ethical issues. Students in each major must satisfy the requirements in computer competency as required by that major.

B. Explorations Beyond the Classroom (0-6 hours)

In a series of recent publications, the AAC&U, in its role as “catalyst and facilitator,” has carefully gathered information about educational practices that institutions have found to be effective at advancing essential learning outcomes. Both Freshman Seminars and Capstone courses are among this group of effective practices and would be required in this plan. We propose that UNCW students also be required to engage in one additional “high-impact practice.” Many of our students already take part in programs of this sort outside the traditional classroom. For example, large numbers of student projects under close faculty supervision have long been a hallmark at UNCW, the number of students engaged in various co-curricular experiential learning programs is exploding (to over 6,000 students in 2007-2008), and the percentage of students that study abroad is also expanding rapidly (with goals of 20% of undergraduates by 2010 and 25% by 2015).

We hope to provide a framework that will allow students to understand these options and help them to make intentional choices to complement their educational and vocational goals. Some of the options described below are already required for some majors and each is currently utilized by a substantial minority of our students. In many circumstances students will fulfill this requirement as part of a major or minor or by integrating it into other components of University Studies.

Each student will be required to participate in at least one of the following and earn at least 6 total hours (that may be double counted in other components of University Studies or in the major):

Discovery – These options are generally credit-bearing projects that involve close work with a faculty mentor and most frequently take the form of a Directed Individual Study (DIS) project.

Application – These options involve work outside the classroom in a variety of applied settings, including internships, fieldwork, practicum, and student-teaching.

Regional Engagement – These options include other community-based learning projects that may not currently result in academic credit, but represent substantial opportunities for students to gain direct experience with issues they have encountered in coursework. A culminating paper could be added and appropriate academic credit delivered via a mechanism similar to our current DIS model.

Exploration Abroad – The options include all education abroad options approved by the Office of International Programs.

While a total of 6 hours is required here, completion of at least 3 hours in an option above would be noted on the student transcript (each 3 hours completed in additional options would be similarly acknowledged).

C. Capstone Courses (3 hours)

Capstone courses are a means to help students attain a holistic, integrated recognition of the key facets of their education over the course of their university experience, particularly within the major. Such courses should also provide faculty with the means to assess how well students have progressed in relation to the UNCW Learning Goals and a subject area's core learning outcomes. Assessment methods may include portfolios, creative projects, research papers, or monitored field work—virtually any large scale project that involves issues of the discipline and requires the student to bring multiple interrelated skills and knowledge to bear for its completion. Some practicum (student teaching) and internship experiences may fulfill both the *Capstone* and *Explorations Beyond The Classroom* requirements.

VI. ASSESSMENT OF UNIVERSITY STUDIES

The purpose of this proposal is to provide recommendations for enhancements to the basic studies curriculum. However, as curriculum and assessment are inextricably linked, some comments about the assessment of student learning in relation to general education are in order.

AAC&U and all regional accrediting bodies continue to focus on the assessment of student learning. It is clear that assessment of student learning in general education is a requirement for SACS accreditation. However, reaccreditation is not the only benefit from the effort that goes into the assessment process. Benefits are reaped by the faculty in that the evidence from such assessments can confirm what we believe we are doing well and can point to areas where students could benefit from more or different types of instruction. Ultimately, students are the beneficiaries as they develop more knowledge and skills in the time they are at the university.

It is also clear that the university faculty have responsibility for assessment. In its statement Mandated Assessment of Education Outcomes (1991), the American Association of University Professors affirms, “The faculty should have primary responsibility for establishing the criteria for assessment and the methods for implementing it.” In addition, the Association of American Colleges and Universities emphasizes in its statement Academic Freedom and Educational Responsibility (2005) that “Faculty are responsible for establishing goals for student learning, for designing and implementing programs of general education and specialized study that intentionally cultivate the intended learning, and for assessing students’ achievement.”

There is no doubt that assessing student learning in the area of general education is a difficult task. One of the major hurdles encountered by institutions of higher education when attempting to assess general education programs is lack of clarity about what the faculty wants students to accomplish. This proposal provides not only the rationale for each component of a new University Studies program, it also provides the underlying curricular structure for assessment by proposing the UNCW Learning Goals and the component Common Student Learning Outcomes.

This proposal acknowledges the benefits of assessing general education, confirms the role of faculty in general education assessment, and provides a curricular structure for that assessment. It intentionally does not contain specific recommendations for how University Studies will be assessed. It does recommend that assessment of UNCW’s University Studies program conform to the principles of good assessment practice which have been articulated by various organizations within higher education.

VII. SUGGESTIONS FOR IMPLEMENTATION

Implementation and monitoring of a new program, once it is approved, will require oversight and periodic review. Given that some elements of the proposed curriculum will involve substantial programs of faculty development, we recommend a phased implementation plan. In Phase I, courses to populate the *Foundations* and *Approaches and Perspectives* components will be submitted and approved. This process should be initiated as soon as a new curriculum has been approved, and with the expected approval of some existing courses, an initial iteration could be completed rapidly.

At the same time, committees should be created to 1) oversee the development of themes and approval of courses for the *Thematic Transdisciplinary Clusters*, 2) approve courses for inclusion as writing-intensive and information-literacy intensive, and 3) design criteria for the *Explorations Beyond the Classroom* components. Phase II would involve making all approved components available to students.

It is our hope that the proposed program will provide an opportunity for all academic units at the university to examine their academic programs and make curricular adjustments that reflect the changing nature of general education in our country. If elements of this program are approved that create undesirable consequences, they should be improved or discarded as soon as difficulties arise. The characteristics of an educated person have changed substantially in the last three decades and general education at UNCW must remain sufficiently flexible to adapt to new changes as they emerge.

VIII. REFERENCES AND CONFERENCES ATTENDED

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Other Resources Consulted:

Basic Studies Committee Website:

<http://library.uncw.edu/web/faculty/pembertona/basicstudies/index.html>

General Education Documents, News, and Websites Consulted:

<http://library.uncw.edu/web/faculty/pembertona/basicstudies/documents.html>

Other School Websites Consulted:

<http://library.uncw.edu/web/faculty/pembertona/basicstudies/other.html>

Conferences Attended

General Education and Assessment

Network for Academic Renewal Conference

Miami, Florida -- March 1-3, 2007

Sharing Responsibility for Essential Learning Outcomes

Savannah, Georgia--November 1-3, 2007

Integrative Designs for General Education and Assessment

Boston, Massachusetts--February 21-23, 2008

IX. COMPONENT DESCRIPTIONS AND STUDENT LEARNING OUTCOMES

A. Freshman Seminar(s)

OVERVIEW:

This document provides a description of the Freshman Seminar component of University Studies. In so doing, it differentiates between common component-level student learning outcomes and discipline-specific course-level learning outcomes, offering examples of both types. The goal is to encourage the development of challenging and varied University Studies courses that share common assessable student learning outcomes.

PART I: DESCRIPTION AND RATIONALE

Justification for a required Freshman Experience course is derived from the first goal set forth in the UNCW Strategic Plan to “Create the most powerful learning experience possible for our student” and objective five, to “Improve experiences for students during initial entry into campus life and at critical junctures in their education.” There would be several options available under the “Freshman Experience” category as follows:

The Freshman Seminar—UNI 101

Traditional freshman seminar enhanced to broaden curriculum, including Common Reading.

Honors Freshman Seminar ---HON 110

Team-taught, this course introduces all freshman honors students to the college experience by direct involvement in research, service, and leadership activities.

The EDGE—currently taught as UNI 292

A seminar designed to introduce students to life-long learning and engagement, the EDGE offers a lecture series, topical readings, and campus and community involvement

Cornerstone Learning Community Integrative Seminar—UNI 105

Cornerstone Integrative Seminars connect students with two designated basic studies courses during their first semester. The program has a strong residential component.

Covey’s Habits of Highly Effective College Students

A course based on the Covey principles specifically addressing university student’s specific needs.

These courses help students achieve success from their first semester forward by

- Providing a small class environment conducive to students forming a sense of belonging to an academic cohort;
- Ensuring students receive instruction in transitional issues such as accessing university resources, skills necessary for communicating at the college level, study skills required in higher education, and personal health and wellness;
- Providing a learning experience in which students can develop their skills in critical thinking, academic discourse and information literacy within a course specifically designed to meet their academic transitional needs.

The small class size, content and personal attention from instructors committed to involvement in the Freshman Experience concept enhance the likelihood that students will enjoy a successful transition to the intellectual and cultural life on campus.

PART II: COMMON STUDENT LEARNING OUTCOMES ALIGNED TO UNIVERSITY STUDIES GOALS

The following are the Common Student Learning Outcomes for Freshman Seminar. These are aligned with the UNCW Learning Goals. Each course in this category must address all of the Common Student Learning Outcomes for the category, and list these Common SLOs along with course-specific SLOs in the course syllabus. Proposals for inclusion in the category will describe the opportunities which will be provided for students to learn the outcome (readings, class discussion and/or activities, applied projects) and list the specific sources of evidence (exams, papers, projects, quizzes, etc.) that will be used to determine the level of student understanding.

The student will:

- FS 1. Demonstrate the ability to identify, locate and use reference sources and materials necessary for success in a higher education experience. [Information Literacy]
- FS 2. Participate in discussion of real-life issues as informed, critical members of the group. [Inquiry]
- FS 3. Demonstrate ability to identify and apply academic strategies for analyzing, synthesizing, and critically evaluating information from all courses. [Critical Thinking]
- FS 4. Compose purposeful, reflective, written responses related to transitional issues. [Thoughtful Expression]

PART III: STUDENT COMPLETION REQUIREMENTS

Students are required to take 3 hours from this component.

[Although much of the curriculum in Freshman Seminars is consistent from section to section, some seminars may be associated with academic majors.]

B. Lifespan Wellness

OVERVIEW:

This document provides a description of the Wellness component of University Studies. In so doing, it differentiates between common component-level student learning outcomes and discipline-specific course-level learning outcomes, offering examples of both types. The goal is to encourage the development of challenging and varied University Studies courses that share common assessable student learning outcomes.

PART I: DESCRIPTION AND RATIONALE

This component of the University Studies program includes courses that enhance the ability of students to recognize the factors that promote a lifetime of healthy behaviors. Wellness is an integral part of general education because caring for one's physical, psychological, social, spiritual, and environmental health directly impacts an individual's overall quality of life. *Healthy Campus 2010*, a national initiative based on the federal guidelines in *Healthy People 2010*, was established by the American College Health Association to improve student health by targeting the major public health concerns of physical activity, overweight and obesity, tobacco use, substance abuse, responsible sexual behavior, mental health, injury and violence, environmental quality, immunization, and access to health care. Emphasis is placed on gaining the practical knowledge related to these health topics and using it to develop wellness behaviors. Courses in the Wellness component are designed to enable students to plan, implement, modify, and maintain healthy behaviors for a lifetime.

PART II: COMMON STUDENT LEARNING OUTCOMES ALIGNED TO UNIVERSITY STUDIES GOALS

The following are the Common Student Learning Outcomes for the Wellness component of University Studies. These are aligned with the UNCW Learning Goals. Each course in this category must address all of the Common Student Learning Outcomes for the category, and list these Common SLOs along with course-specific SLOs in the course syllabus. Proposals for inclusion in the category will describe the opportunities which will be provided for students to learn the outcome (readings, class discussion and/or activities, applied projects) and list the specific sources of evidence (exams, papers, projects, quizzes, etc.) that will be used to determine the level of student understanding.

The student will:

- W1. Describe the synergy among the multiple dimensions of wellness. [Foundational Knowledge, Critical Thinking]
- W2. Develop a wellness plan to meet their personal needs across the lifespan. [Foundational Knowledge]
- W3. Describe the relationship between the effects of personal choice and the principles of wellness. [Foundational Knowledge]
- W4. Practice the basic components and principles of safe and effective health related behaviors. [Foundational Knowledge]

PART III: STUDENT COMPLETION REQUIREMENTS

Students are required to take 2 hours from this component.

PART IV: UNIVERSITY STUDIES PROPOSAL FORMS

Forms for proposing changes in existing University Studies courses, for proposing additions (or deletions) of existing courses to (from) University Studies are available from the department chairperson, the Faculty Senate or from the chairperson of the University Studies Committee.

C. Composition

OVERVIEW:

This document provides a description of the *Composition* component of University Studies. In so doing, it differentiates between common component-level student learning outcomes and discipline-specific course-level learning outcomes, offering examples of both types. The goal is to encourage the development of challenging and varied University Studies courses that share common assessable student learning outcomes, and to outline a clear procedure by which these courses may be proposed and approved.

PART I: DESCRIPTION AND RATIONALE

This component of the University Studies program is designed to foster students' abilities to read critically and express their ideas clearly in written work. Courses in this component should encourage students to develop their own recursive writing processes that incorporate collecting, analyzing and evaluating information; planning; drafting; substantive revision; and peer review. The analytical reading, research, and writing skills learned in courses from this component provide the basis for students to succeed in a significant number of other courses throughout their university careers, in their communities, and beyond.

PART II: COMMON STUDENT LEARNING OUTCOMES ALIGNED TO UNIVERSITY STUDIES GOALS

The following are the Common Student Learning Outcomes for *Composition* courses. These are aligned with the UNCW Learning Goals. Each course in this category must address all of the Common Student Learning Outcomes for the category, and list these Common SLOs along with course-specific SLOs in the course syllabus. Proposals for inclusion in the category will describe the opportunities which will be provided for students to learn the outcome (readings, class discussion and/or activities, applied projects) and list the specific sources of evidence (papers, projects, quizzes, exams, etc.) that will be used to determine the level of student understanding.

The student will:

- CMP 1. Focus on a purpose and respond to the needs of different audiences in different kinds of rhetorical situations. [Critical Thinking; Thoughtful Expression]
- CMP 2. Use writing and reading for inquiry, learning, thinking, collaborating and communication [Inquiry; Critical Thinking; Thoughtful Expression; Teamwork]
- CMP 3. Employ a writing process that includes finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources, and successfully integrating personal knowledge with source material. [Inquiry; Information Literacy; Critical Thinking; Thoughtful Expression]
- CMP 4. Enact writing as an open process that includes generating, revising, peer response, editing, and encouraging writers to use invention, feedback and re-thinking to revise their work. [Critical Thinking; Thoughtful Expression; Teamwork]

PART III: STUDENT COMPLETION REQUIREMENTS

Students are required to take 6 hours from this component.

PART IV: UNIVERSITY STUDIES PROPOSAL FORMS

Forms for proposing changes in existing University Studies courses, for proposing additions (or deletions) of existing courses to (from) University Studies are available from the department chairperson, the Faculty Senate or from the chairperson of the University Studies Committee.

D. Second Language

OVERVIEW:

This document provides a description of the *Second Language* component of University Studies. In so doing, it differentiates between common component-level student learning outcomes and discipline-specific course-level learning outcomes, offering examples of both types. The goal is to encourage the development of challenging and varied University Studies courses that share common assessable student learning outcomes.

PART I: DESCRIPTION AND RATIONALE

This component of the University Studies program includes courses that students need in order to effectively communicate in a language other than English. The study of a foreign language allows students to broaden their understanding of the world through the language-based study of other cultures and groups. It also deepens the students' understanding of their native language and culture. In order to reach these goals, students must be exposed to authentic language and cultural input on a consistent basis in order to acquire the speaking, reading, writing, and listening skills needed to communicate in the foreign language. Students must also be exposed to the various facets of the regions and groups that speak the language being studied. This is done through the study of literature, art, music, film, history, religion, geography, and the language itself. Students should explore cultural diversity and interactions in the U.S. and abroad, including diverse cultural values, traditions, and viewpoints.

PART II: COMMON STUDENT LEARNING OUTCOMES ALIGNED TO UNIVERSITY STUDIES GOALS

The following are the Common Student Learning Outcomes for *Second Language*. These are aligned with the UNCW Learning Goals. Each course in this category must address all of the Common Student Learning Outcomes for the category, and list these Common SLOs along with course-specific SLOs in the course syllabus. Proposals for inclusion in the category will describe the opportunities which will be provided for students to learn the outcome (readings, class discussion and/or activities, applied projects) and list the specific sources of evidence (exams, papers, projects, quizzes, etc.) that will be used to determine the level of student understanding.

The student will:

- SL 1. Demonstrate basic proficiency in speaking and listening in interactions such as simple conversations in a language in addition to English. [Foundational Knowledge, Critical Thinking, Second Language]
- SL 2. Comprehend text and demonstrate basic proficiency in writing in a language in addition to English. [Foundational Knowledge, Critical Thinking, Second Language]
- SL 3. Demonstrate knowledge of the historical, political, and social realities of the countries and cultures that speak (or spoke) the language being studied. [Inquiry, Critical Thinking, Second Language, Global Citizenship]
- SL 4. Demonstrate the ability to examine other societies in a comparative context and to understand one's own society in the context of other societies, particularly those societies that speak the language being studied. [Foundational Knowledge, Inquiry, Critical Thinking, Diversity, Global Citizenship]

PART III: STUDENT COMPLETION REQUIREMENTS

Students are required to demonstrate proficiency through the 201 (Intermediate I) level. Students with no background in the language selected may thus be required to take 9 hours from this component. Most students continuing in the language studied in high school will likely take 0-6 hours from this component. Students with sufficient background may elect to fulfill this requirement by examination.

PART IV: UNIVERSITY STUDIES PROPOSAL FORMS

Forms for proposing changes in existing University Studies courses, for proposing additions (or deletions) of existing courses to (from) University Studies are available from the department chairperson, the Faculty Senate or from the chairperson of the University Studies Committee.

E. Mathematics and Statistics

OVERVIEW:

This document provides a description of the *Mathematics and Statistics* component of University Studies. In so doing, it differentiates between common component-level student learning outcomes and discipline-specific course-level learning outcomes. The goal is to encourage the development of challenging and varied University Studies courses that share common assessable student learning outcomes.

PART I: DESCRIPTION AND RATIONALE

The liberal arts are the arts of thinking. As we human beings think with symbols, primarily words and numbers, the liberal arts are consequently the arts of processing these symbols. Therefore for centuries the study of languages and mathematics has been at the center of the liberal arts. The major function of mathematics has been to provide scientific models for the description of reality. These classical models have tended to be deterministic where calculus remains a primary tool. More recently discrete and statistical models of reality are increasingly utilized. The *Mathematics and Statistics* component of the University Studies program introduces students to the college level study of at least one of these approaches or to additional mathematical knowledge that is prerequisite to this study. Courses in this component will engage students in a meaningful and positive intellectual experience; increase quantitative and logical reasoning abilities needed for informed citizenship and in the workplace; strengthen quantitative and mathematical abilities that will be useful to students in other disciplines; improve every student's ability to communicate quantitative ideas orally and in writing.

PART II: COMMON STUDENT LEARNING OUTCOMES ALIGNED TO UNIVERSITY STUDIES GOALS

The following are the Common Student Learning Outcomes for *Mathematics and Statistics*. These are aligned with the UNCW Learning Goals. Each course in this category must address all of the Common Student Learning Outcomes for the category, and list these Common SLOs along with course-specific SLOs in the course syllabus. Proposals for inclusion in the category will describe the opportunities which will be provided for students to learn the outcome (readings, class discussion and/or activities, applied projects) and list the specific sources of evidence (exams, papers, projects, quizzes, etc.) that will be used to determine the level of student understanding.

The student will:

- MS 1. Employ multiple computational strategies in college-level mathematics or statistics. [Foundational Knowledge, Inquiry, Critical Thinking]
- MS 2. Demonstrate critical thinking by using mathematical or statistical models to solve problems in the real world. [Foundational Knowledge, Inquiry, Information Literacy, Critical Thinking]
- MS 3. Effectively communicate mathematical or statistical solutions using oral, written and/or graphic forms. [Critical Thinking, Thoughtful Expression]

PART III: STUDENT COMPLETION REQUIREMENTS

Students are required to take three hours from this component.

PART IV: UNIVERSITY STUDIES PROPOSAL FORMS

Forms for proposing changes in existing University Studies courses, for proposing additions (or deletions) of existing courses to (from) University Studies are available from the department chairperson, the Faculty Senate or from the chairperson of the University Studies Committee.

F. Aesthetic, Interpretive, and Literary Perspectives

OVERVIEW:

This document provides a description of the *Aesthetic, Interpretive, and Literary Perspectives* component of University Studies. In so doing, it differentiates between common component-level student learning outcomes and discipline-specific course-level learning outcomes. The goal is to encourage the development of challenging and varied University Studies courses that share common assessable student learning outcomes.

PART I: DESCRIPTION AND RATIONALE

This component of the University Studies program includes courses that focus on artistic and creative expression as a means of experiencing and understanding our world. These disciplines include music, dance, theater, the visual arts, art history, creative writing, film studies, literature and the philosophy of aesthetics. The category's fundamental purpose is to provide students with intellectual and experiential engagement with literature and the arts, thereby fostering an understanding and appreciation of the cultural significance of imaginative thinking, creative composition and performance. Courses in the *Aesthetic, Interpretive, and Literary Perspectives* component will foster creativity, self-expression, analytical thinking, communication skills and an intimate, humanistic view of the linkages between art and social culture throughout history. In addition, such knowledge cultivates the imaginative empathy required to appreciate and value diverse cultural traditions.

PART II: COMMON STUDENT LEARNING OUTCOMES ALIGNED TO UNIVERSITY STUDIES GOALS

The following are the Common Student Learning Outcomes for *Aesthetic, Interpretive, and Literary Perspectives*. These are aligned with the UNCW Learning Goals. Each course in this category must address all of the Common Student Learning Outcomes for the category, and list these Common SLOs along with course-specific SLOs in the course syllabus. Proposals for inclusion in the category will describe the opportunities which will be provided for students to learn the outcome (readings, class discussion and/or activities, applied projects) and list the specific sources of evidence (exams, papers, projects, quizzes, etc.) that will be used to determine the level of student understanding.

The student will:

- AIL 1. Demonstrate the ability to critically analyze, appreciate, and make cogent subjective judgments regarding artistic and literary works, using the appropriate conventions and language of the discipline. [Foundational Knowledge, Inquiry, Information Literacy, Critical Thinking, Thoughtful Expression]
- AIL 2. Demonstrate an understanding and appreciation of the significance of major literary and artistic work and movements within their larger socio/historical contexts. [Critical Thinking, Diversity]
- AIL 3. Demonstrate basic knowledge of the importance of artistic expression to free and open-minded inquiry in human society. [Critical Thinking, Diversity]

PART III: STUDENT COMPLETION REQUIREMENTS

Students are required to take six hours from this component.

PART IV: UNIVERSITY STUDIES PROPOSAL FORMS

Forms for proposing changes in existing University Studies courses, for proposing additions (or deletions) of existing courses to (from) University Studies are available from the department chairperson, the Faculty Senate or from the chairperson of the University Studies Committee.

G. Historical and Philosophical Approaches

OVERVIEW:

This document provides a description of the Historical and Philosophical Approaches component of University Studies. In so doing, it differentiates between common component-level student learning outcomes and discipline-specific course-level learning outcomes, offering examples of both types. The goal is to encourage the development of challenging and varied University Studies courses that share common assessable student learning outcomes.

PART I: DESCRIPTION AND RATIONALE

This component of the University Studies program includes disciplines that promote student understanding and analysis of the historical and philosophical bases of local and worldwide political, social, and cultural realities and the ethical perspectives that motivate individuals and populations. The study of history allows students to analyze change over time and to employ analytical skills in using data and other evidence to explain and interpret such change. Likewise, investigating texts outlining a variety of philosophical and religious positions prompts student to reflect and critically assess the implications of adhering to particular perspectives, cultivates openness to the positions of others, and assists them to develop a self-reflective ethical foundation that informs their relationships and conduct. Courses in the Historical and Philosophical Approaches component will introduce students to the major interpretative methodologies used in the study of history, philosophy, or religion; prompt students to read with insight and detachment, and represent the positions of others accurately in speech and/or writing; and foster students' abilities to critically analyze theories about religious phenomena, philosophical traditions, and/or historical events, including those of the non-Western or non-canonical authors.

PART II: COMMON STUDENT LEARNING OUTCOMES ALIGNED TO UNIVERSITY STUDIES GOALS

The following are the Common Student Learning Outcomes for Historical and Philosophical Approaches. These are aligned with the UNCW Learning Goals. Each course in this category must address all of the Common Student Learning Outcomes for the category, and list these Common SLOs along with course-specific SLOs in the course syllabus. Proposals for inclusion in the category will describe the opportunities which will be provided for students to learn the outcome (readings, class discussion and/or activities, applied projects) and list the specific sources of evidence (exams, papers, projects, quizzes, etc.) that will be used to determine the level of student understanding.

The student will:

- HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present. [Foundational Knowledge, Inquiry]
- HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships. [Information Literacy, Critical Thinking]
- HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities among groups and regions. [Diversity, Inquiry]
- HPA 4. Draw on global historical, philosophical, or religious perspectives to evaluate contemporary problems/issues. [Global Citizenship, Critical Thinking, Inquiry]

PART III: STUDENT COMPLETION REQUIREMENTS

Students are required to take 6 hours from this component.

PART IV: UNIVERSITY STUDIES PROPOSAL FORMS

Forms for proposing changes in existing University Studies courses, for proposing additions (or deletions) of existing courses to (from) University Studies are available from the department chairperson, the Faculty Senate or from the chairperson of the University Studies Committee.

H. Scientific Approaches to the Natural World

OVERVIEW:

This document provides a description of the *Scientific Approaches to the Natural World* component of University Studies. In so doing, it differentiates between common component-level student learning outcomes and discipline-specific course-level learning outcomes. The goal is to encourage the development of challenging and varied University Studies courses that share common assessable student learning outcomes.

PART I: DESCRIPTION AND RATIONALE

This component of the University Studies program includes courses that provide students with an understanding and appreciation of the natural world from a scientific perspective. Natural Science is a way of knowing that produces knowledge based upon evidence repeatedly tested by observation and repeatedly refined to be more consistent with observation. Training in the natural sciences is essential for learning to distinguish between testable and un-testable ideas, for recognizing scientifically valid tests of theories, and for understanding the value and limitations of scientific studies. The increasing role of technology in modern life demands scientifically literate citizens who can evaluate and develop sound evidence-based explanations and discern explanations that are not. Courses in this component will introduce students to the major methodologies used in the natural sciences; develop the abilities to analyze, evaluate, and test a scientific hypothesis; foster students' abilities to think critically, identify unifying principles, and communicate using the basic scientific language.

PART II: COMMON STUDENT LEARNING OUTCOMES ALIGNED TO UNIVERSITY STUDIES GOALS

The following are the Common Student Learning Outcomes for *Scientific Approaches to the Natural World*. These are aligned with the UNCW Learning Goals. Each course in this category must address all of the Common Student Learning Outcomes for the category, and list these Common SLOs along with course-specific SLOs in the course syllabus. Proposals for inclusion in the category will describe the opportunities which will be provided for students to learn the outcome (readings, class discussion and/or activities, applied projects) and list the specific sources of evidence (exams, papers, projects, quizzes, etc.) that will be used to determine the level of student understanding.

The student will:

- SAN 1. Demonstrate an understanding of basic scientific principles, theories, and laws as well as an awareness of the changing nature of science.[Foundational Knowledge, Inquiry, Critical Thinking]
- SAN 2. Analyze, interpret, and evaluate scientific hypotheses and theories using rigorous methods (including statistical and mathematical techniques). [Foundational Knowledge, Inquiry, Information Literacy, Critical Thinking]
- SAN 3. Demonstrate the ability to write and speak critically about the essential questions addressed by the natural sciences, using the conventions and language of one of those disciplines. [Critical Thinking, Thoughtful Expression]

PART III: STUDENT COMPLETION REQUIREMENTS

Students are required to take seven hours from this component.

PART IV: UNIVERSITY STUDIES PROPOSAL FORMS

Forms for proposing changes in existing University Studies courses, for proposing additions (or deletions) of existing courses to (from) University Studies are available from the department chairperson, the Faculty Senate or from the chairperson of the University Studies Committee.

I. Understanding Human Institutions and Behaviors

OVERVIEW:

This document provides a description of the *Understanding Human Institutions and Behaviors* component of University Studies. In so doing, it differentiates between common component-level student learning outcomes and discipline-specific course-level learning outcomes, offering examples of both types. The goal is to encourage the development of challenging and varied University Studies courses that share common assessable student learning outcomes.

PART I: DESCRIPTION AND RATIONALE

This component of the University Studies program includes courses that examine the social institutions and processes that are essential for understanding human societies. The solutions to major contemporary societal problems require broad knowledge of the origins, mechanisms, and consequences of behavioral and social change. A basic understanding of the roles of individuals and institutions in the development and implementation of the cooperative policies that will lead to a sustainable future will make students better-prepared global citizens. Courses in the *Understanding Human Institutions and Behaviors* component will introduce students to the major research methodologies used in the social and behavioral sciences, foster critical thinking skills, and relate major findings and principles to public policies.

PART II: COMMON STUDENT LEARNING OUTCOMES ALIGNED TO UNIVERSITY STUDIES GOALS

The following are the Common Student Learning Outcomes for *Understanding Human Institutions and Behaviors*. These are aligned with the UNCW Learning Goals. Each course in this category must address all of the Common Student Learning Outcomes for the category, and list these Common SLOs along with course-specific SLOs in the course syllabus. Proposals for inclusion in the category will describe the opportunities which will be provided for students to learn the outcome (readings, class discussion and/or activities, applied projects) and list the specific sources of evidence (exams, papers, projects, quizzes, etc.) that will be used to determine the level of student understanding.

The student will:

- HIB 1. Describe and explain major terms, concepts, methods, and principles in at least one of the social and behavioral sciences. [Foundational Knowledge]
- HIB 2. Evaluate the quality of social scientific information, including differentiating empirical evidence from speculation and the probable from the improbable. [Information Literacy, Critical Thinking]
- HIB 3. Demonstrate the ability to integrate scientific principles and evidence to resolve conflicting claims in the social and behavioral sciences. [Critical Thinking]
- HIB 4. Articulate how the social and behavioral sciences can provide explanations of social issues and inform public policy. [Critical Thinking, Global Citizenship]

PART III: STUDENT COMPLETION REQUIREMENTS

Students are required to take 3 hours from this component.

PART IV: UNIVERSITY STUDIES PROPOSAL FORMS

Forms for proposing changes in existing University Studies courses, for proposing additions (or deletions) of existing courses to (from) University Studies are available from the department chairperson, the Faculty Senate or from the chairperson of the University Studies Committee.

J. Living in our Diverse Nation

OVERVIEW:

This document provides a description of the *Living in our Diverse Nation* component of University Studies. In so doing, it differentiates between common component-level student learning outcomes and discipline-specific course-level learning outcomes. The goal is to encourage the development of challenging and varied University Studies courses that share common assessable student learning outcomes.

PART I: DESCRIPTION AND RATIONALE

This component of the University Studies program includes courses that provide students with an understanding of the importance and implications of human diversity. To develop this understanding, courses must provide students with opportunities to study the origins of cultural differences and the “cultural adhesives” that bind people together in the United States of America. Studying human diversity involves an examination of the influences of one or more of the following: race, ethnicity, class, gender, age, socioeconomic status, disability, religious beliefs, or sexual characteristics. Students should explore cultural diversity and interactions in the U.S., including diverse cultural values and viewpoints. Courses in the *Living in our Diverse Nation* component will expose students to the many facets of a diverse society, while also encouraging students to develop a self-awareness and self-understanding of the importance and implications of diversity in their own lives.

PART II: COMMON STUDENT LEARNING OUTCOMES ALIGNED TO UNIVERSITY STUDIES GOALS

The following are the Common Student Learning Outcomes for *Living in our Diverse Nation*. These are aligned with the UNCW Learning Goals. Each course in this category must address all of the Common Student Learning Outcomes for the category, and list these Common SLOs along with course-specific SLOs in the course syllabus. Proposals for inclusion in the category will describe the opportunities which will be provided for students to learn the outcome (readings, class discussion and/or activities, applied projects) and list the specific sources of evidence (exams, papers, projects, quizzes, etc.) that will be used to determine the level of student understanding.

The student will:

- LDN 1. Describe and explain various themes and issues relevant to the study of human diversity. [Foundational Knowledge, Diversity]
- LDN 2. Analyze and interpret evidence of the influence of human diversity on the history and present culture of the United States. [Information Literacy, Critical Thinking]
- LDN 3. Demonstrate an understanding of social and cultural influences that shape perspectives of various social groups, while considering the consequences of advantage and disadvantage. [Foundational Knowledge, Inquiry, Diversity]
- LDN 4. Evaluate claims, arguments, and theories related to the ways in which diversity has shaped and continues to shape identity and experience in the U. S. [Information Literacy, Critical Thinking, Diversity]

PART III: STUDENT COMPLETION REQUIREMENTS

Students are required to take three hours from this component.

PART IV: UNIVERSITY STUDIES PROPOSAL FORMS

Forms for proposing changes in existing University Studies courses, for proposing additions (or deletions) of existing courses to (from) University Studies are available from the department chairperson, the Faculty Senate or from the chairperson of the University Studies Committee.

K. Living in a Global Society

OVERVIEW:

This document provides a description of the *Living in a Global Society* component of University Studies. In so doing, it differentiates between common component-level student learning outcomes and discipline-specific course-level learning outcomes. The goal is to encourage the development of challenging and varied University Studies courses that share common assessable student learning outcomes.

PART I: DESCRIPTION AND RATIONALE

This component of the University Studies program includes courses that provide students with the tools that will help them to live ethical, meaningful, and productive lives in the global society of the 21st century. Many modern economic, political, and environmental problems transcend national boundaries and demand global solutions. Students should understand the interconnectedness of peoples and cultures and understand their world view in relation to the world view of others. Such understanding is likely to result only after careful examination of multiple facets of other cultures (including art, history, language, religion, etc.) in a comparative context. Courses in the *Living in a Global Society* component will expose students to these cultural differences and prepare students to interact comfortably and ethically on the global stage.

PART II: COMMON STUDENT LEARNING OUTCOMES ALIGNED TO UNIVERSITY STUDIES GOALS

The following are the Common Student Learning Outcomes for *Living in a Global Society*. These are aligned with the UNCW Learning Goals. Each course in this category must address all of the Common Student Learning Outcomes for the category, and list these Common SLOs along with course-specific SLOs in the course syllabus. Proposals for inclusion in the category will describe the opportunities which will be provided for students to learn the outcome (readings, class discussion and/or activities, applied projects) and list the specific sources of evidence (exams, papers, projects, quizzes, etc.) that will be used to determine the level of student understanding.

The student will:

- GS 1. Demonstrate knowledge of global issues, processes, trends, and systems. [Foundational Knowledge]
- GS 2. Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems. [Foundational Knowledge, Inquiry, Critical Thinking, Diversity, Global Citizenship]
- GS 3. Accept cultural differences and tolerate cultural ambiguity. [Global Citizenship]

PART III: STUDENT COMPLETION REQUIREMENTS

Students are required to take three hours from this component.

PART IV: UNIVERSITY STUDIES PROPOSAL FORMS

Forms for proposing changes in existing University Studies courses, for proposing additions (or deletions) of existing courses to (from) University Studies are available from the department chairperson, the Faculty Senate or from the chairperson of the University Studies Committee.

L. Writing Intensive Courses

OVERVIEW:

This document provides a description of the *Writing Intensive Course* component of University Studies. In so doing, it differentiates between common component-level student learning outcomes and discipline-specific course-level learning outcomes, offering examples of both types. The goal is to encourage the development of challenging and varied University Studies courses that share common assessable student learning outcomes, and to outline a clear procedure by which these courses may be proposed and approved.

PART I: DESCRIPTION AND RATIONALE

This component of the University Studies program is designed to help students to develop their writing skills throughout their college careers by taking upper-level, writing intensive courses in a range of disciplines, including their major fields of study. Writing and communication skills have been deemed centrally important for students and college graduates by members of the academy and community stakeholders. Participation in the courses in this component will help students to understand the importance of and the requirements for successful discourse in a variety of subject areas and recognize that written communication skills are universally important for excellence in all fields of study. Writing-intensive courses foster learning through writing, using written work to cultivate a complex and in-depth understanding of course concepts. Instructors of writing intensive courses should provide significant, constructive feedback on written work and incorporate a process-approach to writing that includes techniques such as invention/brainstorming, drafting, teacher conferences, peer review, and revision.

PART II: COMMON STUDENT LEARNING OUTCOMES ALIGNED TO UNIVERSITY STUDIES GOALS

The following are the Common Student Learning Outcomes for *Writing Intensive Courses*. These are aligned with the UNCW Learning Goals. Each course in this category must address all of the Common Student Learning Outcomes for the category, and list these Common SLOs along with course-specific SLOs in the course syllabus. Proposals for inclusion in the category will describe the opportunities which will be provided for students to learn the outcome (readings, class discussion and/or activities, applied projects) and list the specific sources of evidence (papers, projects, quizzes, exams, etc.) that will be used to determine the level of student understanding.

The student will:

- WI 1. Locate appropriate sources of information to support written arguments. [Foundational Knowledge]
- WI 2. Evaluate and use evidence to generalize, explain, and interpret content. [Information Literacy; Critical Thinking]
- WI 3. Demonstrate an understanding of the ethical use and citation of the ideas of others used as supporting material in written work. [Inquiry; Information Literacy; Thoughtful Expression]
- WI 4. Demonstrate the ability to write critically, using the conventions of the discipline covered in the course. [Critical Thinking; Thoughtful Expression]
- WI 5. Analyze and evaluate the claims, arguments, and theories presented course materials using appropriate methods (such as logical analysis and the identification of fallacies). [Foundational Knowledge; Information Literacy; Critical Thinking; Thoughtful Expression].

PART III: STUDENT COMPLETION REQUIREMENTS

Students are required to take nine hours from this component (all may be counted multiply).

PART IV: UNIVERSITY STUDIES PROPOSAL FORMS

Forms for proposing changes in existing University Studies courses, for proposing additions (or deletions) of existing courses to (from) University Studies are available from the department chairperson, the Faculty Senate or from the chairperson of the University Studies Committee.

M. Information Literacy

OVERVIEW:

This document provides a description of the *Information Literacy* component of University Studies. In so doing, it differentiates between common component-level student learning outcomes and discipline-specific course-level learning outcomes, offering examples of both types. The goal is to encourage the development of challenging and varied University Studies courses that share common assessable student learning outcomes, and to outline a clear procedure by which these courses may be proposed and approved.

PART I: DESCRIPTION AND RATIONALE

This component of the University Studies program is designed to foster the development of students' information literacy skills by requiring three information literacy intensive courses: The First Year Experience and two additional information literacy intensive courses, with at least one in the major field of study. The American Library Association has defined information literacy as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." Information literacy skills have become crucial for any lifelong learner, in part, due to rapidly changing information technologies and increased access to a variety of information resources. A student's ability to make critical choices about information is essential during his or her college career and beyond. Information literacy is essential in all disciplines and achieving information literacy skills positions students for academic, professional, and personal success.

PART II: COMMON STUDENT LEARNING OUTCOMES ALIGNED TO UNIVERSITY STUDIES GOALS

The following are the Common Student Learning Outcomes for *Information Literacy* courses. These are aligned with the UNCW Learning Goals. Each course in this category must address all of the Common Student Learning Outcomes for the category, and list these Common SLOs along with course-specific SLOs in the course syllabus. Proposals for inclusion in the category will describe the opportunities which will be provided for students to learn the outcome (readings, class discussion and/or activities, applied projects) and list the specific sources of evidence (papers, projects, quizzes, exams, etc.) that will be used to determine the level of student understanding.

The student will:

- IL 1. Be able to determine the nature and extent of information needed to solve a problem. [Inquiry; Information Literacy; Critical Thinking]
- IL 2. Access information effectively and efficiently from a variety of sources. [Information Literacy; Critical Thinking]
- IL 3. Evaluate information critically and incorporate appropriate information into his or her knowledge base. [Inquiry; Information Literacy; Critical Thinking]
- IL 4. Individually, or as a member of a group, use information effectively to accomplish a specific purpose. [Information Literacy; Critical Thinking; Thoughtful Expression; Teamwork]
- IL 5. Understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally. [Information Literacy; Critical Thinking]

PART III: STUDENT COMPLETION REQUIREMENTS

Students are required to take 0 hours from this component. (*0 hours – First-Year-Experience, and at least two additional IL-intensive courses – at least one in the major*)

PART IV: UNIVERSITY STUDIES PROPOSAL FORMS

Forms for proposing changes in existing University Studies courses, for proposing additions (or deletions) of existing courses to (from) University Studies are available from the department chairperson, the Faculty Senate or from the chairperson of the University Studies Committee.

Information literacy competency standards for higher education. (2000). Retrieved December 9, 2008 from <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>.

N. Quantitative and Logical Reasoning

OVERVIEW:

This document provides a description of the *Quantitative and Logical Reasoning* component of University Studies. In so doing, it differentiates between common component-level student learning outcomes and discipline-specific course-level learning outcomes. The goal is to encourage the development of challenging and varied University Studies courses that share common assessable student learning outcomes.

PART I: DESCRIPTION AND RATIONALE

In order to function successfully in the modern world, its citizens educated at the University of North Carolina at Wilmington must be ready to understand, apply and communicate logical and quantitative approaches to commonplace issues as they arise in the public forums of democracy or in the choices to be made that will enrich one's own private life. Though these quantitative and logical reasoning skills are encountered in the mathematics and statistics requirement, they will be refined and enhanced by the study of applications of such reasoning within the student's own major or other disciplines or by additional study within mathematics, statistics or logic. Courses that fulfill this *Quantitative and Logical Reasoning* component must be one of the following:

1. (Quantitative Reasoning) An additional course beyond the mathematics or statistics course used for the *Mathematics and Statistics* requirement or a quantitative methods course from any discipline that acquaints a student with how quantitative reasoning is applied. In order to be listed here, at least half of the course content of a quantitative methods course must involve some of the following: modeling and problem solving using quantitative methods, data collection, representation, and interpretation, mathematical or statistical analysis and numerical reasoning.

Or

2. (Logic) An introductory logic, symbolic logic or critical thinking course that will improve student ability to reason critically by analyzing, evaluating and extending arguments.

PART II: COMMON STUDENT LEARNING OUTCOMES ALIGNED TO UNIVERSITY STUDIES GOALS

The following are the Common Student Learning Outcomes for *Quantitative and Logical Reasoning*. These are aligned with the UNCW Learning Goals. Each course in this category must address all of the Common Student Learning Outcomes for the category, and list these Common SLOs along with course-specific SLOs in the course syllabus. Proposals for inclusion in the category will describe the opportunities which will be provided for students to learn the outcome

(readings, class discussion and/or activities, applied projects) and list the specific sources of evidence (exams, papers, projects, quizzes, etc.) that will be used to determine the level of student understanding.

The student will:

(Either for Quantitative Reasoning)

- QRE 1. Create, solve and interpret basic mathematical models. [Foundational Knowledge, Inquiry, Information Literacy, Critical Thinking]
- QRE 2. Make sound arguments based on mathematical reasoning and/or careful analysis of data. [Foundational Knowledge, Inquiry, Information Literacy, Critical Thinking]
- QRE 3. Effectively communicate the substance and meaning of mathematical problems and solutions. [Critical Thinking, Thoughtful Expression]

(Or for Logic)

- LOG 1. Identify and analyze the elements of arguments. [Inquiry, Critical Thinking]
- LOG 2. Evaluate the consistency, validity and sufficiency of arguments. [Inquiry, Critical Thinking]
- LOG 3. Exhibit critical thinking by developing and expressing sound arguments from given premises to related conclusions. [Inquiry, Critical Thinking, Thoughtful Expression]

PART III: STUDENT COMPLETION REQUIREMENTS

Students are required to take three hours from this component.

PART IV: UNIVERSITY STUDIES PROPOSAL FORMS

Forms for proposing changes in existing University Studies courses, for proposing additions (or deletions) of existing courses to (from) University Studies are available from the department chairperson, the Faculty Senate or from the chairperson of the University Studies Committee.

APPENDIX A – Basic Studies Revision Task Force Proposal, Spring 2006

Link to Basic Studies Revision Task Force Proposal:

http://www.uncw.edu/facsen/documents/Jan_06_Basic_Studies_Report.pdf

APPENDIX B – Charge to Basic Studies Committee, January 7, 2007

Dear members of the Basic Studies Committee,

I. First, my apologies in not getting this note out to you earlier. As was the case last year as well, I have multiple research deadlines falling due in January and as a result it is difficult for me to manage Senate affairs as closely as I would like to in the period from mid-December through January. Again, my apologies.

II. Thank you all for agreeing to serve on this most important committee and an additional thank you to Kim Sawrey for agreeing to chair the group.

As you might imagine when reviewing the committee's membership, we feel very fortunate to have assembled a broad array of intellectual expertise in the committee. The point here is that members were selected for their intellectual suitability and not as representatives of any bureaucratic or organizational entity. Let us be clear: you are not here to represent or advance the interests of any particular catalog prefix, department, school, discipline, or cluster of disciplines. We expect that members of the Basic Studies committee will work in the general interest of the university, be completely independent in the performance of their duties, neither seek nor take instructions from any body other than the Faculty Senate, and refrain from any action incompatible with the university-wide character of their duties. The Senate Steering Committee will attempt to make deans, department chairs, and faculty aware of these parameters.

III. The end goal toward which you are moving is a new Basic Studies curriculum (and perhaps a new name for it) that can be presented in the catalog and delivered in the classroom.

Presentation in the Undergraduate Catalog will require at least these two developments:

A. Catalog copy to replace existing pp. 97-100 in Undergraduate catalog. New curriculum must be presented/explained/justified to students (and ourselves) in the catalog. Will we offer students some rationale and indication of expected outcomes for each component section of Basic Studies? One would hope so.

B. Criteria for courses to be included in new curriculum. Presumption is that existing slate of Basic Studies courses will be wiped clean and courses re-invented for new curriculum. On what basis will courses qualify for inclusion in any of the categories of new plan? Criteria should be developed in consultation with appropriate departments and be demonstrably compatible with other elements of program (rationale, outcomes, e.g.). Lack of such clearly elaborated criteria is a major weakness in current arrangement.

Delivery in classroom requires thorough review of feasibility (resources) for any proposed plan. Will we have the money, faculty, space (and whatever else you can think of) for curriculum we are proposing? This topic has been consciously avoided up to this point, so there may be more work here than in some other issue areas. Will require close discussions with Provost.

Steering committee asks that at least 1 member of your committee provide brief oral update to Senate at each Senate meeting beginning in February 2007. A written interim report on progress toward catalog copy and feasibility review should be made available to Senate for discussion at final Senate session on 02 May.

IV. An appropriate starting point for your group would be the Task Force report of January 2006 as discussed and modified by Faculty Senate in several Senate meetings in spring and fall 2006. The Task Force report and relevant Senate motions and discussion are available on the Senate web page.

You may find yourselves compelled to move away from or to go beyond some portions of the template endorsed by the Senate in 2006. If that is your best judgment, so be it. Senate is composed of faculty-scholars; they expect to hear their colleagues' best-informed and genuine opinions about best course of future actions.

V. Committee will have to decide to what extent it can explore related issues, such as assessment, seeking external funding for new curriculum, or the impact of curricular overhaul on transfer student recruitment while at the same time moving toward new catalog copy, course criteria, and feasibility review. In addition, we have accumulated various suggestions from faculty regarding content and process of basic Studies revisions; I will forward these messages to you.

VI. The Steering Committee feels that in creating the previous Basic Studies Task Force, everyone greatly underestimated the amount of work the revision of the Basic Studies curriculum would entail. For that reason, Steering feels strongly that you should use subgroups to tackle specific issues as a way of mobilizing a greater number of faculty and increasing the amount of energy being applied to the revision. In addition, sub-committees can serve as a vehicle for better including junior faculty and lecturers, some of whom may have arrived from institutions that recently re-conceived their "general education" requirements. Number and composition of such groups is your decision. Several names of faculty have come to me either as nominations or self-nominations for work on one or more sub-committees; I will forward these messages to you.

Some degree of staff support and some amount of office space are available through University College; Kemille Moore can explain these arrangements.

Steering committee meets monthly (often more frequently), generally two weeks before Senate session, usually with Provost in attendance for some portion; Steering meetings would be a suitable opportunities for discussions, if your committee has questions or wishes to have conversation on some topic(s).

Thanks again.

Mark Spaulding
On behalf of Senate Steering Committee
(910) 962-3934
spauldingr@uncw.edu

APPENDIX C – Recent History of General Education at UNCW (1973-2008)

Catalogue year 1973-1974 marked the initial appearance of the UNCW Basic Studies curriculum that would be familiar to today’s undergraduate student ([Appendix D](#)). All students were required to take a total of 45 hours of courses spread across a variety of departments. In the intervening 35 years many individual courses have been added or removed, but the basic framework has remained intact. Three small changes were made: in 1990-1991 the minimum requirement in the Humanities was increased from 9 to 12 hours (with one course required in Literature, History, Philosophy, and Language – previously students selected from “at least two” of the areas included), in 1995-1996 an Interdisciplinary Perspectives component was added (but without any course being required) and in 2000-2001 the minimum requirement in the Social and Behavioral Sciences was increased from 3 to 6 hours.

<u>Basic Studies Requirements 1973</u>		<u>Basic Studies Requirements 2008</u>	
English Composition	6 hours	Freshman Composition	6 hours
Mathematics	3 hours	Mathematical Sciences	3 hours
Physical Education	2 hours	Physical Education	2 hours
Humanities (From at least two areas: English, History, Modern Languages, Philosophy and Religion)	9-12 hours	Humanities (From four areas: Literature, History, Language, Philosophy)	12-18 hours
Creative Arts	3-6 hours	Fine Arts	3-9 hours
Natural Science and Math. (one laboratory science)	7-12 hours	Natural Sciences (one laboratory science)	7-12 hours
Social and Beh. Sci.	3-9 hours	Social and Beh. Sci.	6-12 hours

In 1973, the minimum number of hours needed to fulfill the Basic Studies distributive requirement was 33, leaving students with 12 hours that could be used for further exploration within these disciplines. Today, that minimum number of required hours has grown to 39, leaving 6 hours (two courses) for exploration. The perception held by many students, that these isolated disciplinary introductions are simply items to check off a list when they are offered at convenient times, is understandable.

In the 35 years since the first appearance of the current framework, most majors on campus have been reconfigured multiple times, with each new iteration relying (to greater and lesser

degrees) on the virtual constancy of the Basic Studies curriculum. Many majors have been intentionally shaped to take advantage of multiple facets of the Basic Studies offerings. Some majors have expanded to fill virtually the entire void between the 45 hours required in Basic Studies and the 124 hours required for graduation. One result of this long period of curricular stasis then, is that any proposed *increase* in the number of hours required for Basic Studies will meet with substantial opposition.

As the university has grown during this time, many departments have come to rely on recruiting students to their Basic Studies courses as one of the keys to being granted new faculty lines. Any *reduction* in the numbers of students taking Basic Studies courses in any individual discipline could potentially influence future hires. Thus, there are a variety of institutional forces that militate against any but the smallest changes to this venerable 35-year-old system.

APPENDIX D – Revised University Mission Statement

UNCW Mission Statement

The University of North Carolina Wilmington, the state's coastal university, is dedicated to learning through the integration of teaching and mentoring with research and service. Our powerful academic experience stimulates creative inquiry, critical thinking, thoughtful expression and responsible citizenship in an array of high-quality programs at the baccalaureate and master's levels, and in selected doctoral programs responsive to state and regional needs. Substantial research activity, combined with our hallmark teaching excellence and moderate size, advances distinctive student involvement in faculty scholarship. We are committed to diversity and inclusion, affordable access, global perspectives, and enriching the quality of life through scholarly community engagement in such areas as health, education, the economy, the environment, marine and coastal issues, and the arts.

*Statement adopted by the UNCW Board of Trustees on October 24, 2008,
to be submitted for UNC Board of Governors' approval
in conjunction with UNC Tomorrow Phase II.*

Last Updated: October 25, 2008

APPENDIX E – Overview of the Current Revision Process

The committee was charged in January of 2007 (see [Appendix B](#)) and met weekly from January 2007 through November 2008.

- Reviewed and revised the goals of our general education program
- Evaluated general education practices at our peer institutions and at scores of other institutions
- Examined the variety of available models for general education
- Sub-groups attended AAC&U conferences
- Created a committee web site
- Organized a series of faculty forums (Nov., Jan., Apr.)
- Met with groups of department chairs
- Served as a sub-committee for UNC Tomorrow in the spring (“Preparing students for successful lives in the 21st century”)
- Created a new model for general education at UNCW that was presented to the senate in Spring 2008
- Served as focal point for discussions on the state of student writing
- Met with students (Orientation Leaders) for conversations about their perceptions of Basic Studies
- Generated common SLOs (linked to the seven goals) for the new components in our model

APPENDIX H – Potential Supplement to Current Course Action Forms

University Studies Course Proposal

This course is being proposed for inclusion in the following category:

Note: If a course is being proposed for inclusion in more than one category, a separate proposal is required for each category.

Course Number and Title

Submitted by

PART I: COURSE DESCRIPTION AND RATIONALE

Each course proposal will include a description and rationale for the course which relates the course content to the component overall description and rationale.

PART II: HOW WILL COMMON STUDENT LEARNING OUTCOMES BE ADDRESSED

*Each course must address all of the Common Student Learning Outcomes for the category, and list these Common SLOs along with course-specific SLOs in the course syllabus (to be attached). For each Common SLO, describe the opportunities which will be provided for students to learn the outcome (readings, class discussion and/or activities, applied projects). For example, “Common SLO 1 will be covered in textbook readings. Students will have the opportunity to share and improve their understanding in class discussions. Common SLO 2 will be addressed through reading *Beloved*, by Toni Morrison, and completing assigned questions.”*

For each Common SLO, list the specific sources of evidence (exams, papers, projects, quizzes, etc.) that will be used to determine the level of student understanding. For example, “Common SLO 1 will be assessed in a term paper. The paper will be scored using a rubric. Common SLO 2 will be formatively assessed through multiple choice questions in the midterm exam and summatively assessed in three separate essay questions on the final exam. The essays will be scored using a rubric.”