MAKING CONNECTIONS:
A PROPOSAL TO REVISE THE GENERAL EDUCATION CURRICULUM

A REPORT OF THE CURRICULUM REVIEW STEERING COMMITTEE

March 2003 (Version 1.4)

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EXECUTIVE SUMMARY

What follows is a brief outline of the new curriculum proposal, which is offered primarily as a ready reference. More detailed information should be sought in the complete proposal document. A few particularly salient points regarding innovations in the proposed curriculum are the following:

- The new curriculum reduces the general-education component of a Carolina A.B. degree to 42 hours in the General College.
- The number of hours that A.B. students must take to fulfill their "upper level" Arts and Sciences general education requirement is reduced to 9 hours, and both the Distributive and Integrative Options for fulfilling this requirement are simpler and clearer than in the former curricular structure. A.B. students either will take three courses from three different divisions or they will elect to enroll in three linked courses comprising an interdisciplinary Cluster program.
- Since there was widespread confusion about the Cultural Diversity requirement, that requirement has been renamed "U.S. Diversity" and reformulated to more clearly reflect curricular goals.
- In the old curriculum, fragmentation was a problem in several ways. Among the solutions proposed here are the "Foundations Across the Curriculum" courses, which attempt to apply, refine, and extend the students' foundational skills in communications, foreign language, and quantitative reasoning in other major or general education courses. There is, in both the General College curriculum and in the additional requirements for Arts-and-Sciences students, a much greater emphasis on making connections between courses.
- While the 1980 curriculum remained focused on the campus and the classroom, the new Experiential Education requirement clears paths that lead from the campus to local, regional, national, and global communities. It integrates into general education varied efforts to encourage students to move beyond the classroom—in study abroad, fieldwork or field-based research, internships, creative arts, and service learning.

OVERALL GOALS

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

To this end our curriculum seeks to provide for all students: (1) the fundamental skills that will facilitate future learning; (2) broad experience with the methods and results of the most widely employed approaches to knowledge; (3) a sense of how one might integrate these approaches to knowledge in a way that can cross traditional disciplinary boundaries; and (4) a thorough grounding in one particular subject. The General Education Curriculum focuses on the first three of these curricular goals; the undergraduate major is dedicated to the fourth.

The three goals of the General Education Curriculum can thus be summarized as

- **Foundations**: the skills needed to communicate effectively both in English and another language; to apply quantitative reasoning skills in context; and to develop habits that will lead to a healthy life.
- **Approaches:** a broad experience with the methods and results of the most widely employed approaches to knowledge.
- **Connections:** a sense of how to integrate these foundations and approaches in ways that cross traditional boundaries and to create pathways from the campus to local, national, and global communities.

REQUIREMENTS

FOUNDATIONS

(17 hours total)

***English Composition and Rhetoric* (6 hours)**

- RHETORIC A and B, a two-course sequence in written and oral communication

***Foreign Language* (7 hours, with level 2 placement)**

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

***Quantitative Reasoning* (3 hours)**

- One quantitative reasoning course

***Lifetime Fitness* (1 hour)**

- One course granting 1 hour academic credit

APPROACHES

(25 hours total)

***Physical and Life Sciences* (7 hours)**

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

***Social and Behavioral Sciences* (9 hours)**

- Three courses from at least two different departments or curricula
  - One course must engage in historical analysis.

***Humanities and Fine Arts (*9 hours)**

Philosophical and Moral Reasoning

- One course in philosophical analysis that contains significant content in ethics and moral reasoning

Visual, Performing, and Literary Arts

- One course in literature
- One course in visual or performing arts

CONNECTIONS

(0 additional hours, all courses eligible for "multiple counting*")

*"Multiple counting" means that courses may meet several requirements at once—for a major or minor, for example; or as electives; or as other components of the General Education curriculum. For a more complete explanation, please consult the Connections section below.

Foundations Across the Curriculum

- One *Communication* course (multiply counted)
- One *Language enhancement* course or program of study (multiply counted)
- One *Quantitative methods* course (multiply counted)

Local, National and Global Connections

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

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

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

EITHER

The Distributive Option: Crossing Divisions

- Three non-introductory courses, one in each of the three Divisions of the College of Arts and Sciences outside the student's major field of study.

OR

The Integrative Option: Interdisciplinary Clusters

- A *Cluster* program.
  - Each of these interdisciplinary clusters requires students to take nine hours (usually in three courses) that are linked in some way and that focus on a single theme. Some examples might include: "Landscape" (with faculty from Geography, Environmental Science, and Art History); "Race" (with faculty from Anthropology, English, and History), "Chaos" (with faculty from Mathematics, Economics, and Sociology), and "Evolution of the Cosmos" (with faculty from Physics, Religious Studies, and Biology).

INTRODUCTION

The general education curriculum currently in place was adopted in 1980. Reviews conducted in 1990 and 1996 reaffirmed the goals and character of the curriculum while making recommendations for revision (not all of which have been fully implemented). The 1995 institutional self-study (*All Useful Learning*) called for a comprehensive review and rethinking of the general education curriculum, a call that has been echoed by others on campus. In response, Risa Palm, Dean of the College of Arts and Sciences, formed the Curriculum Review Steering Committee and gave it the following charge:

> The Curriculum Review Committee is charged to examine the present undergraduate general education curriculum and propose what revisions, modifications, or transformations it deems necessary to accomplish the University's mission for undergraduate education.
>
> The Committee shall examine all curricular requirements in the General College and the College of Arts and Sciences outside the major and minor fields of study.
>
> In this examination, the Committee is charged to consider all aspects that it deems relevant of the academic experience associated with fulfilling those requirements.

In response to this charge, the Steering Committee formulated a mission statement on the aims of undergraduate education:

> The University of North Carolina at Chapel Hill strives to cultivate the skills, knowledge, values, and habits that will allow graduates to lead personally enriching and socially responsible lives as effective citizens of rapidly changing, richly diverse, and increasingly interconnected local, national, and worldwide communities. The undergraduate experience aims to foster in Carolina graduates the curiosity, initiative, integrity, and adaptability requisite for success in the complex, demanding environment of the twenty-first century world.
>
> To this end our curriculum seeks to provide for all students: (1) the fundamental skills that will facilitate future learning;[1] (2) broad experience with the methods and results of the most widely employed approaches to knowledge; (3) a sense of how one might integrate these approaches to knowledge in a way that can cross traditional disciplinary boundaries; and (4) a thorough grounding in one particular subject. The General Education Curriculum focuses on the first three of these curricular goals; the undergraduate major is dedicated to the fourth.

[1] These include the ability to write lucidly, read perceptively, and speak effectively in English, reasonable facility in one foreign language, and a confident competence in the use of quantitative reasoning.

This latest version of the proposed curriculum represents our attempt to respond to this charge and enact this understanding of the goals of undergraduate education. This proposal is the labor not only of the Steering Committee, but also of the sixteen satellite committees that formulated recommendations in specific curricular areas. Without the effort of scores of faculty, students, and staff members who devoted countless hours of hard work to the tasks of those committees, this proposal and its earlier versions would not have been possible.

However, it was inevitable that those committees would produce many more worthy recommendations than we could incorporate in this proposal. The Steering Committee faced the difficult task of choosing among many (sometimes competing) recommendations, and used several principles as it tried to pull together the multiple recommendations and formulate a coherent curriculum. First, we regularly returned to a fundamental question, one that guides all curricular design: what is an educated person? In that, we were guided by our initial attempt to answer that question in the mission statement and the outcome goals. But, second, we also had to be constrained by the reasonable and practical limits imposed by the demands of majors and the need for electives. In that, we followed the guidelines established by the Committee on the Study of General Education and Study in Depth (Committee B). After wide consultation with colleagues in many departments, including those units with the most numerous course requirements, Committee B suggested, and the Steering Committee concurred, that the proportion of general education credit hours constitute no more than about one third (42 hours) of the total required for graduation (120 hours). Finally, we also felt obliged to consider seriously the recommendations of each of the satellite committees, since their reports represented the sustained and creative reflection of our faculty colleagues. In applying these principles in our deliberations, the Steering Committee substantially revised or excluded many compelling recommendations that we would have liked to include. These choices are now subject to evaluation by our faculty colleagues, and we welcome the opportunity to discuss the rationale behind our choices, and to hear the views of those who have not yet involved themselves fully in the curriculum review process. It may be that the collective wisdom of the University community will find a way to incorporate more of the creative ideas put forth by the satellite committees, without ignoring the constraints imposed by the limited number of credit hours available to our undergraduates.

The satellite committees also produced a number of recommendations that did not relate directly to proposed curriculum requirements, or that focused on the implementation of those requirements. We have addressed some of these recommendations in this proposal, and others will be conveyed to the Implementation Committee or other appropriate committee for action.

In this initial proposal we try to address some of the deficiencies of the 1980 Curriculum, as those were identified in the survey of faculty and students conducted by the Office of Institutional Research and expressed in several public discussions (with department chairs in Spring 2000 and with students, staff, and faculty in three open fora on general education in Fall 2000). Among the problems we attempt to consider in this new curriculum are the following. First, some faculty and students have complained over the years that the proportion of credit hours devoted to general education was

inappropriate or arbitrary. Some might still feel that way, but the new curriculum slightly reduces the total hours in General College-level courses (by two hours), and reduces the number of hours that A.B. students must take to fulfill their Arts and Sciences general education requirements (from 12 hours to 9 hours). It also establishes a fixed and fair credit hour requirement (42 hours) that allows sufficient space for both study in depth and elective courses. Second, as students and advisors told us, the relation between the (lower level) General College and the (upper level) Arts and Sciences requirements was unclear. Many courses counted for both. Others that clearly fit the implied criteria counted for neither. Both the Distributive and Integrative Options for fulfilling the new Arts and Sciences requirement resolve those difficulties. A.B. students either will take three courses from three different divisions or they will elect to enroll in three linked courses that constitute an interdisciplinary cluster program. Third, there was widespread confusion about some of the requirements, such as Cultural Diversity. That requirement has been renamed and reformulated to reflect more clearly the goals of the course. Fourth, some observers noted that fragmentation was a problem in several ways. Among the solutions proposed here are the Applying Foundations Across the Curriculum courses, which attempt to apply, refine, and extend the students' foundational skills in communications, foreign language, and quantitative reasoning in other major or general education courses. Finally, the 1980 curriculum remained focused on the campus and the classroom; in the Experiential Education requirement the new curriculum clears paths that lead from the campus to local, regional, national, and global communities. It integrates into general education varied efforts to encourage students to move beyond the classroom—in study abroad, fieldwork, internships, and service learning.

If these are some of the innovations of the new curriculum, we also recognize the scale of our task and the limits of our abilities. In that sense, no proposal can be the final word on the subject. The Steering Committee looks forward to further discussion of this proposal before it is approved, and to continuing efforts to implement a curriculum that will attempt to answer the question with which the campus conversation began: What is an educated person?

PROPOSED REQUIREMENTS FOR ALL UNDERGRADUATE STUDENTS

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

To this end our curriculum seeks to provide for all students: (1) the fundamental skills that will facilitate future learning;[2] (2) broad experience with the methods and results of the most widely employed approaches to knowledge; (3) a sense of how one might integrate these approaches to knowledge in a way that can cross traditional disciplinary boundaries; and (4) a thorough grounding in one particular subject. The General Education Curriculum focuses on the first three of these curricular goals; the undergraduate major is dedicated to the fourth.

To ensure that the goals of General Education are met, major requirements in B.S., B.Mus., and B.F.A. programs and in almost all professional school programs should be capped at 66 credit hours (major requirements that also fulfill general education requirements are not included in the above total). UNC undergraduates, with the exception of those majoring in clinically-based programs in Dentistry, Medicine, Nursing, and Pharmacy, where certification criteria mandate a different approach, should be granted the opportunity to take 12 hours of electives.

I. FOUNDATIONS

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

- **English Composition and Rhetoric**
  All first-year students must successfully complete a two-course sequence of Rhetoric courses (RHET A and B), except as noted below. Goals include mastering the technical aspects of writing and speaking, incorporating appropriate source material properly cited, learning to read and listen analytically, and to shape arguments according to purpose and audience. In addition, students in RHET B write papers and give oral presentations of greater length and complexity. They also participate in sustained collaborative projects.
  a) Students who demonstrate sufficient mastery of communication skills to warrant enrollment directly into RHET B are required to take only RHET B.

[2] These include the ability to write lucidly, read perceptively, and speak effectively in English, reasonable facility in one foreign language, and a confident competence in the use of quantitative reasoning.

b) Students who demonstrate mastery of the communication skills taught in both RHET A and B are exempt from this requirement.
c) Non-native English speakers are offered appropriate small-enrollment classes tailored to their particular needs before they begin the Rhetoric sequence.
d) Students whose placement scores indicate a need for instruction and practice before beginning the Rhetoric sequence take an appropriate small-enrollment course first.

- **Foreign Language**
  All students must successfully complete level 3 of a foreign language, except as noted below.[3]
  a) Students who place into level 4 must successfully complete level 4
  b) Students who place beyond level 4 are exempt from this requirement
  c) Students who place into level 1 of the language studied in high school (and who continue study in that language) must successfully complete level 3, but will not receive credit toward graduation for level 1
  d) Successful completion of RHET A and B constitutes satisfaction of this requirement for non-native speakers of English.

- **Quantitative Reasoning**
  All students must successfully complete a core mathematical sciences course that helps students develop skills and understand concepts in mathematics, data analysis, computing, probability or modeling.[4] Suitable courses include basic courses in calculus, statistics, and finite mathematics.

- **Lifetime Fitness**
  All students must successfully complete one Lifetime Fitness course. This course will combine instruction in, and practice of a sport or physical activity, that can be sustained in later life together with instruction life-long health. The course will carry one hour of graded academic credit that will count toward the required total for graduation and for the determination of full-time status in the semester in which the course is taken. This requirement may be completed even if the course is declared Pass/D/Fail[5]

[3] The Steering Committee recommends that the content of level 3 and level 4 language courses be modified so that level 4 courses include greater emphasis on cultural understanding (analysis of the culture of a society, nation, or region in which the language is spoken, and an introduction and examination of ways of comprehending the challenges and complexities of understanding different societies and cultures).
[4] Major departments and schools will recommend a subset of this list that best fit their students' needs.
[5] Undergraduate students will be allowed to take one additional Lifetime Fitness course, for a total of two to count toward graduation. Either or both may be declared Pass/D/Fail and continue to count toward graduation; no exceptions to the Lifetime Fitness requirement will be allowed.

II. APPROACHES[6]

Essential to General Education is a broad experience with the methods and results of the most widely-employed approaches to knowledge.

- **Physical and Life Sciences**[7]
  All students must successfully complete two courses in the physical and life sciences, at least one of which must include a laboratory component.[8]

- **Social and Behavioral Sciences**
  All students must successfully complete three courses in the social and behavioral sciences, subject to the following restrictions.
  1. One course must be in historical analysis.
  2. The three courses must be from at least two different departments or curricula.

- **Humanities and Fine Arts**
  1. *Philosophical and moral reasoning*
  All students must successfully complete one course in philosophical analysis that contains significant content in ethics or moral reasoning.
  2. *Visual, performing, and literary arts*
  All students must successfully complete two courses in literature, art, music, drama, performance studies, or film; subject to the following restrictions.
     a) At least course must be in literature.
     b) At least one course must be in the visual or performing arts.

III. CONNECTIONS

The General Education curriculum seeks to provide a sense of how to integrate these foundations and approaches in ways that cross traditional boundaries and to create pathways from the campus to local, national, and worldwide communities.

All Connections requirements may be multiply counted. That means that major or minor courses, elective courses, and those that fulfill the Approaches requirements or the new Supplemental General Education requirement may also fulfill the Connections requirements. However, no course may fulfill both a Foundations and a Connections requirement. A course may fulfill more than one Connections requirement.

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[6] The Steering Committee recommends that all departments make available significant numbers of courses that are specifically designed for students who are not majoring in the field. This is especially important in fields in which courses for majors are hierarchically structured, with significant prerequisites for courses beyond the first level.

[7] The Steering Committee recommends that appropriate departments make available significant numbers of courses that include (in addition to core scientific content and the scientific method) material, activities, and assessment regarding the following topics: the historical development of scientific thought; the social impact and public policy implications of science, including ethical and moral issues; the relation of science to aspects of culture such as the visual, performing, or literary arts; or the interdependence of the natural sciences and the social and behavioral sciences. Such courses should have approximately 70-80% of their material, activities, and assessment focused on science and the scientific method.

[8] These courses must emphasize a physical science, a life science, the scientific basis of technology, or a combination of these topics.

- **Foundations Across the Curriculum**
  1. All students must successfully complete one *Communication* course, preferably in the major or minor areas of concentration. Communication courses must integrate writing and speaking into the subject matter in evident and important ways.
  2. All students must successfully complete a *Language enhancement* requirement in one of the following ways:
     a) Taking a *Language integration* course that would show the relevance of the language that the student has studied or is studying. Types of courses could include: another more advanced course in the language (level 4 or beyond); or a Language across the Curriculum (LAC) course.
     b) Taking a course in a second foreign language, other than the one used to satisfy the Foundations foreign language requirement.
     c) *Study Abroad* through a program administered by the UNC Study Abroad Office, the UNC Summer School, or the UNC Department of Romance Languages. This need not be a program conducted in the foreign language but it must be in a country (or region of a country) in which the foreign language that the student has studied is the dominant language. Thus study abroad in England or Australia will not count, but study in Quebec may if the student's language is French.
     d) Living in one of the campus language houses for at least a semester, if at least three hours of academic credit is granted.
     e) Working at an internship involving use of the target language if at least three hours of academic credit is granted for this purpose.
  3. All students must successfully complete either a second basic quantitative reasoning course, or a *Quantitative methods* course that acquaints the student with how quantitative reasoning is applied in a particular field. Quantitative methods courses would have a substantial component (at least half) of the course content involving some of the following: using quantitative methods to model and solve problems, using numerical reasoning; collecting and interpreting quantitative data, mathematical analysis, formal logic and proofs, etc.

- **Local, National and Global Connections**
  1. *Experiential Education*: All students must successfully complete one course or program of study for academic credit in *one* of the following five categories.
     a) Service Learning
     b) Fieldwork or field-based research
     c) Sustained and mentored research for academic credit
     d) Internship
     e) Study Abroad
     f) Direct and sustained engagement in a creative process (for academic credit), such as studio art, creative writing, or musical performance.

  2. *U.S. Diversity*: All students must successfully complete a course that deals with interaction between at least *two* of the following groups or subcultures: African Americans, European Americans, Asian Americans, Latinos, or Native

Americans. Such courses might also engage other aspects of diversity such as age, class, disability, gender, region, religion, or sexuality.

3. *The North Atlantic World*: It is important that our students be familiar with the broader context of the contemporary society in which they live, and with its social and political institutions. For this reason, students must successfully complete one course that considers the experience of North America and Western Europe.

4. *Beyond the North Atlantic*: Asia, Africa, the Middle East, Latin America, and Eastern Europe are important in world affairs, and knowledge of the history, geography, and culture of these regions is necessary for effective citizenship. To assure that students have some understanding of a culture(s) that is geographically distant from the United States, they must successfully complete one course that focuses on some region other than North America and Western Europe. ("Focus" here means that at least two thirds of the course deals with a non-Western culture.)

5. *The World Before 1750*: Pre-modern cultures were significantly different from our own, yet pre-modern traditions, ideas, practices, and institutions still exert influence in the contemporary world. Contemporary historical patterns of global trade, political revolution, empire-building, nation states, natural science, and social relations began to emerge in various parts of the world after the mid-eighteenth century. It is important that our students be familiar with the historical origins of the contemporary society in which they live, and with its social and political institutions. For this reason, students must successfully complete one course that considers a historical period before 1750.

6. *Global Issues*: Global citizenship in this increasingly interconnected world requires some understanding of the transnational cultural exchanges. All students must successfully complete a course that focuses on the transnational cultural exchanges between two or more regions or the trans-regional dynamics of global forces. ("Focus" here means that at least two thirds of the course must deal with transnational cultural exchanges.)

IV. SUPPLEMENTAL GENERAL EDUCATION: A.B. STUDENTS IN THE COLLEGE OF ARTS AND SCIENCES

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

A. THE DISTRIBUTIVE OPTION: CROSSING DIVISIONS

The College of Arts and Sciences has four Divisions: Basic and Applied Sciences, Social Sciences, Humanities, and Fine Arts. In this option, the student must successfully complete three non-introductory courses, one in each of the three Divisions of the

College of Arts and Sciences outside the student's major field of study. The selection of courses is subject to the following restrictions:

- Courses may not be those intended primarily for first-year students.
- None of the courses may be in the Division of the student's primary major (*primary* major here means the one that the student lists first).
- No two of the courses may be in the same department or curriculum.
- Courses taken to fulfill this Distributive Option may *not* also be used to fulfill requirements in the student's primary major. However, these courses may fulfill requirements for a second major or a minor, if the second major or the minor belongs to a department or curriculum that falls in a different Division than the primary major.
- Courses taken to fulfill this requirement may not be used to fulfill the Foundations or Approaches requirements. However, they may be multiply counted to fulfill the Connections requirements in Foundations Across the Curriculum courses (Communication, Quantitative methods, Language enhancement) as well as the Local, National and Global Connections requirements.

OR

B. THE INTEGRATIVE OPTION: INTERDISCIPLINARY CLUSTERS

C*onnections* are a central theme in the new curriculum, and this second option for fulfilling the supplemental College of Arts and Sciences general education requirements encourages students to make connections as they cross disciplinary boundaries to explore issues or solve problems. In this option, students enroll in a Cluster Program. Each of these interdisciplinary clusters, which will be proposed by faculty members and listed in the *Undergraduate Bulletin*, will require students to take nine hours (usually in three courses) that are linked in some way and that focus on a single theme. Some examples might include: "Landscape" (with faculty from Geography, Environmental Science, and Art History); "Race" (with faculty from Anthropology, English, and History); "Chaos" (with faculty from Mathematics, Economics, and Sociology) and "Evolution of the Cosmos" (with faculty from Physics, Religious Studies, and Biology). Students might be granted a certificate for completion of the Cluster. Each proposal for a Cluster Program will be reviewed by the Subcommittee on General Education, and the Administrative Boards of the General College and the College of Arts and Sciences. Cluster Programs will follow these guidelines:

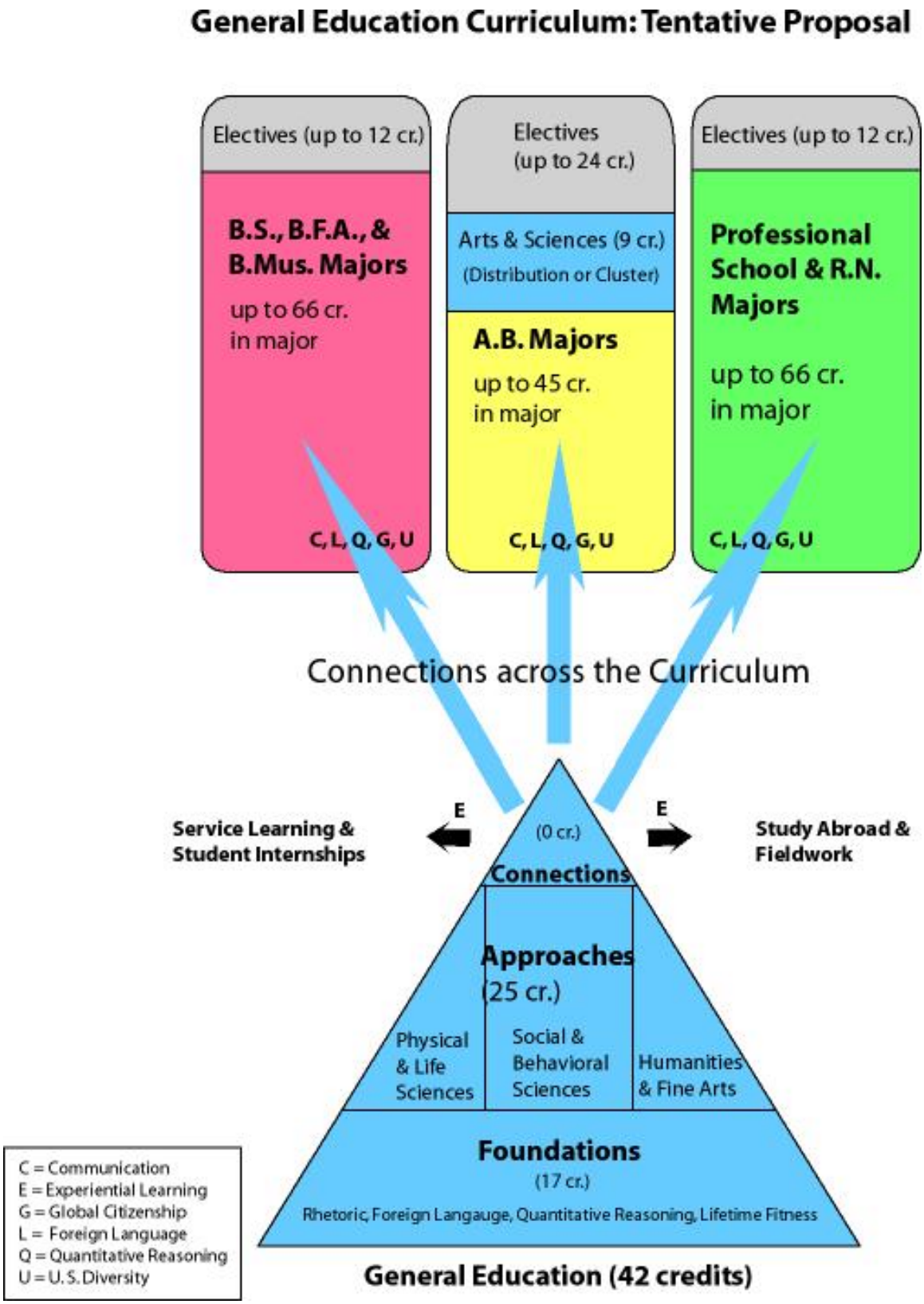
- They must include at least two faculty members from at least two different Divisions or Schools. If they include faculty whose primary appointment is in another School at UNC-CH, at least one of the faculty participants must have their primary appointment in the College of Arts and Sciences.
- Clusters must include at least two courses that are linked with one another in some thematic way.
- It is strongly recommended that at least one of the required courses be jointly taught by at least two faculty members.
- Only three credits from the Cluster may count toward a student's primary major, secondary major, or minor.
- The Cluster Program will be administered in the Office of Undergraduate Education and coordinated by a Director and a faculty Steering Committee.

The Steering Committee reaffirms the value of the capstone experience but believes it should be situated in the major department. Capstone courses, generally taken in the senior year, should include skills of research and specialized knowledge from within the major discipline, integration of diverse perspectives, and opportunities for students to apply learning to real-world issues and problems in the community. These opportunities should cultivate skills, knowledge and values that will foster social or civic responsibility as well as intellectual enrichment.

V. OTHER RECOMMENDATIONS

- **Interdisciplinary Studies.** The Steering Committee urges the university to foster the further development of interdisciplinary education, particularly team-taught and cluster courses. The Dean of Arts & Sciences might form a committee to consider such an initiative.
- **Research.** The Steering Committee urges faculty to provide a wide range of special opportunities inside and outside the classroom for developing research and/or critical thinking skills. Small-credit "inquiry courses," interdisciplinary courses that explore different approaches to research, summer research experiences, and departmental research symposia, might be considered.
- **Course-Numbering System.** The Steering Committee recommends the revision of the current course-numbering system. A new system should be devised in concert with the adoption of the new curriculum that is uniform and recognizes by designation a variety of elements (e.g., R for courses that are research-based, C for communication, Q for quantitative methods, L for language enhancement, S for service learning, etc.)
- **Class Size:** The foundational skills of English composition, quantitative reasoning and foreign language require small class sizes for effective learning. The Steering Committee therefore urges that funds be found for implementing and maintaining a reduction in class size (to 20-25 students per class) for all the entry-level skills courses.

VI. VISUAL REPRESENTATION OF THE PROPOSED CURRICULUM



COMPARING CURRENT AND PROPOSED CURRICULA

CREDIT HOUR RECOMMENDATIONS AND OUTCOME GOALS FOR GENERAL EDUCATION

An important part of the curriculum review process was an evaluation of the proper balance among the three elements of a college education: general education, the major field of study, and elective courses. A comparison of general education requirements at UNC-CH with general education requirements at peer institutions revealed that many of them required fewer credit hours. It also became clear from consultations with faculty, administrators, alumni and students that the current requirements are too complicated, too ambiguous, and, sometimes, difficult to justify. We concluded that a better balance between general education and knowledge in depth was needed. Furthermore, we agreed in principle that all students at UNC-Chapel Hill, regardless of curriculum, should be granted the opportunity to take a significant number of electives, preferably at least 12 credit hours, a principle implicit in our understanding of the outcome goals for general education.

The Foundations, Approaches, and Connections portions of the proposed curriculum together require a total of 42 credit hours for the typical student. Those who receive placement credit for work done in high school will have fewer requirements[9]. This represents a decrease of two credit hours from the current requirements for all students in all degree programs. This is not a major reduction, of course, but it is a notable accomplishment in light of the many compelling suggestions recommended by the satellite committees, many of which would have meant adding *more* credit hours. Further, because the current curriculum requires students to take two Physical Activities courses but grants no credit toward graduation for them, the reduction in credit hours in the proposed curriculum (which adds a one-hour course for credit) is somewhat greater than it appears. In practical terms, the new curriculum proposes three fewer hours of general education. **The proposed Distribution/Integration requirement for A.B. students in the College of Arts & Sciences also represents a reduction in credit hours from the current curriculum, from 12 hours to 9 hours.** These reductions in the General College and Arts and Sciences requirements will afford students in all degree programs a better balance between study in breadth and study in depth. Extensive consultation with representatives from a wide variety of degree programs, both within the College of Arts & Sciences and in the professional schools, led us to settle on 42 credit hours as a suitable value for all students. It allows an appropriate balance among the three components of a college education: study in depth (the major), broadly-based study (general education), and freedom of choice (electives).

In proposing this curriculum we recognize that fulfilling all of the requirements within 42 credit hours (by making full use of multiple counting) will necessitate careful choices on the part of the students as well as highly effective advising. It also will be

[9] Those with English language deficiencies, those who choose to start a new foreign language, or those who must take MATH 10 as prerequisite for the quantitative reasoning course they choose, will need more credit hours to complete these requirements. The same is true of students who do not take advantage of opportunities to multiply-count Connections courses for more than one major or general education requirement.

important for departments and curricula to make available suitable numbers of courses to fulfill these requirements, especially those in Foundations Across the Curriculum and the other proposed requirements in Connections. Units should expand their offerings in these categories.

CURRENT CURRICULUM	PROPOSED CURRICULUM
BASIC SKILLS	***FOUNDATIONS***
A. English composition and rhetoric	***A. English composition and rhetoric***
• ENGL 11/12 (if placed out of ENGL 12, must take COMM 9) *6 hours*	• RHET A/B *6 hours*
B. Foreign language	***B. Foreign language***
• Through level 3 (if placed into level 4, must complete it) No credit for level 1 of high school language *7 hours (with level 2 placement)*	• Through level 3 (if placed into level 4, must complete it) No credit for level 1 of high school language *7 hours (with level 2 placement)*
C. Mathematical sciences	***C. Quantitative reasoning***
• MATH 10 (if placed into it) • One additional core mathematical sciences course from list *3 hours (without MATH 10)*	• One core quantitative reasoning course[10] *3 hours*
D. Physical activity	***D. Lifetime Fitness***
• Two physical activity courses No academic credit toward graduation or full-time status • Swim test *0 hours*	• One Lifetime Fitness course 1 hour academic credit *1 hour*
TOTAL BASIC SKILLS: 16 hours	**TOTAL FOUNDATIONS: 17 hours**

[10] MATH 10 is not included in the list of courses to fulfill this requirement.

FOUNDATIONS RECOMMENDATIONS AND OUTCOME GOALS FOR GENERAL EDUCATION

The skills of written and oral communication in English and in a foreign language, and quantitative mathematical analysis are the foundation for college study and for lifelong learning. The proposed curriculum emphasizes these foundational skills, allotting over one-third of the required general education credit hours to them. In some cases changes in the content of the courses used to fulfill these requirements are recommended, in order to achieve our outcome goals. The foundational skills of English composition, quantitative reasoning and foreign language require small class sizes for effective learning. The Steering Committee therefore urges that funds be found for implementing and maintaining a reduction in class size (to 20-25 students per class) for all the entry-level skills courses. The foundational skills should be explicitly integrated into the remainder of the curriculum, both in general education and in the student's major field of study, via "Applying Foundations Across the Curriculum" requirements to achieve this. These requirements are found in the Connections section of the proposed curriculum. We also recommend that physical activity be integrated into students' education in a more effective way.

Written and oral communication in English: We propose a two-course sequence in Rhetoric for first-year students. The two courses (RHET A/B) would be writing and oral communication workshops. The first would offer a general introduction to written and oral argumentation, composition, and rhetorical analysis; and the second would extend this into specific disciplinary contexts and require that students learn how to write papers and construct oral presentations of greater length and complexity. Students whose placement scores merit it, would be exempted from taking one or both courses. (An additional proposed requirement for a communication-intensive course, multiply counted for a major or general education requirement, is described in the Connections section of the proposed curriculum.)

The Steering Committee devised the term Rhetoric to designate this two-semester sequence because it sought to review the goals of particular requirements, not the content of specific courses. RHET A/B affirm the importance of written and oral communication in the general education curriculum, a value shared by students and faculty alike (see the *Survey of General Education Courses*). The requirements for these courses also promote an interdisciplinary view of rhetoric, intended to help students negotiate successfully the demands of written and oral assignments encountered throughout the curriculum. Our endorsement of RHET A/B should not be considered as a call for a free-standing rhetoric program staffed by adjunct faculty or as an invitation for other departments to offer RHET A/B courses. We assume, rather, that RHET A/B will be administered by faculty members in the Department of English working closely with colleagues in other departments, especially Communication Studies, and that these courses will normally be taught by graduate teaching assistants from the Department of English and other departments across the College. The Steering Committee encourages the development of RHET B sections linked to specific disciplinary courses.

Foreign Language: We recommend that all students complete through level 3 of a language (unless they place into level 4, which they must then complete), as in the current curriculum. We recommend that the goals of language classes at levels 3 and 4 include a somewhat greater emphasis upon the cultural, historical, artistic and socio-

economic forces that shape one or more of the regions where the language is spoken. This might help students gain knowledge and refine skills that would be helpful for future study, travel, or work in these cultures. Providing such classes (which might be more attractive to students by their usefulness) might help the university meet one of the goals outlined in *Proposed Outcome Goals for General Educatio*n: that students have "knowledge and understanding" of "at least one major area of the world outside the U.S.A. (or country of citizenship)." We recognize that attaining this goal will be easier in Western European languages than in those more linguistically distant from English, and in some languages it may be too difficult to accomplish completely. While there was strong support for the view that all students should be required to complete through level 4 of a language, the Steering Committee finally felt forced to choose between competing goods: we either could increase the language requirement *or* reduce the number of credit hours devoted to general education. So, as with our colleagues who created the 1980 Curriculum (and came to the same conclusion), we strongly encourage, but do not require, that all students complete level 4. To give some force to our "encouragement," we have proposed that a student could satisfy the proposed "language integration" requirement by taking the fourth semester of a foreign language. (This requirement is described in the Connections section of the proposed curriculum.)

Quantitative reasoning: Because we hope that students develop quantitative reasoning skills that they can apply in multiple and appropriate contexts, we suggest a modification of the requirements in mathematical sciences. First, we propose that MATH 10 (College Algebra) or exemption, which is currently required of all students (and which covers subject matter students are required to have covered in high school), be required only for students taking a course listing it as a prerequisite. Many quantitative reasoning courses do not depend on the more technical components of that course. All students would be required to enroll in (or receive placement credit for) one core quantitative reasoning course, not including MATH 10, for which they could choose one that is suited to their major(s). (They would also be required to take an additional course involving quantitative reasoning, that may be multiply counted with a requirement in the major or in the Approaches or Distribution/Integration section of the proposed curriculum. This requirement is described in the Connections section of the proposed curriculum.)

Lifetime Fitness: The ancient motto *Mens sana in corpore sano* (a sound mind in a sound body) has often been minimized or neglected in the academy. Yet there is overwhelming evidence for the claim that good nutrition and regular exercise increase satisfaction and productivity at every stage of life. It is important, then, that students understand the relationship between physical activity, nutrition, and health. At the same time, they should be introduced to sports and recreational activities that promote lifelong fitness. The current requirement of two physical activities courses is not designed to meet these goals; nor is it well integrated into the general education curriculum. Therefore, we propose that students be required to take one Lifetime Fitness course. In addition to physical activity, the content of this "conceptual physical education" course, to borrow a phrase used by some specialists in the field, will include topics such as nutrition, exercise science, weight control, time management, and stress management. Physical activities in those courses would be those that can be sustained in later life. To recognize the more academic focus of these "conceptual physical education" courses, they would carry one credit hour toward graduation requirements and the determination

of full-time enrollment status. Of course, traditional physical activity courses would continue to be available.

While we recognize the importance of water safety and the high incidence of drowning deaths among college-age persons, we do not believe that passing a **swim test** should be a general education requirement. A strong case can be made for its inclusion, the Steering Committee acknowledges, but an equally strong case can also be made for education in other safety areas, such as motor vehicle safety. So the Steering Committee suggests that a swim test does not sufficiently advance the goals of general education to warrant its inclusion among the proposed requirements.

Technology education: The Steering Committee also had extensive discussions about the role of computer technology in the general education curriculum. As the Carolina Computing Initiative emphasizes, a minimum level of competence in the use of commercial software packages that are common in the academic and workplace environments is important to our students' success. However, we chose not to include any such requirement in this curriculum proposal, for several reasons. First, anticipated increases in the basic computer competency requirements for high school graduation should render the issue moot. Second, the more advanced skills that our students need are best taught in the context in which they are used, not as isolated portions of a free-standing course. If such a course were required, students would most likely take it early in their studies, perhaps long before they need to use some of the skills that would be taught. Furthermore, the rapid pace of software development would quickly make what was taught obsolete, perhaps even before the students had a chance to use a particular program. Finally, the types of software used in various fields differ; the artist producing multi-media creative works does not need to be familiar with the social scientist's statistical analysis software nor with the mathematical scientist's equation processor. We therefore recommend that the use of computers continue to be suffused throughout the curriculum, as appropriate to the discipline.

CURRENT CURRICULUM

PERSPECTIVES

A. Natural Sciences

- Two courses from list, at least one with lab

7 hours

B. Social Sciences

- Two courses from different departments, from list

6 hours

C. Western Historical/Non-Western/Comparative

- Two courses from list
- One course must cover a period of Western history before 1700
- One course must span at least 200 years (if Western)
- One course may be non-Western or Comparative

6 hours

D. Philosophical

- One course from list

3 hours

E. Aesthetic

- One course in literature from list
- One course in fine arts from list

6 hours

TOTAL PERSPECTIVES: 28 hours

PROPOSED CURRICULUM

APPROACHES

A. Physical and Life Sciences

- Two courses from list, at least one with lab

7 hours

B. Social and Behavioral Sciences

- Three courses from at least two different departments or curricula, from list
- One course must engage in historical analysis.

9 hours

C. Humanities and Fine Arts

1. Philosophical and Moral Reasoning

- One course in philosophical analysis that contains significant content in ethics and moral reasoning, from list

3 hours

2. Visual, Performing, and Literary Arts

- One course in literature
- One course in visual or performing arts

6 hours

TOTAL APPROACHES: 25 hours

APPROACHES RECOMMENDATIONS AND OUTCOME GOALS FOR GENERAL EDUCATION

In the proposed curriculum, as in the current one, a substantial portion of the credit hours for general education is devoted to introducing students to the various approaches to knowledge that faculty and students draw on in an contemporary research university. In restructuring the curriculum, we have sought to simplify as much as possible. Therefore, we have organized this portion of the curriculum into three major areas.

Physical and life sciences: We recognize that contemporary society depends on science more than ever. An educated citizen must have some familiarity with the basic concepts of natural sciences to understand the opportunities and to exercise the responsibilities afforded by our ever-increasing scientific knowledge. The importance of this approach to knowledge in the general education curriculum was acknowledged in a survey conducted of faculty teaching general education courses, ninety-six percent of whom rated the area "very important" or "somewhat important"—the largest percentage for any of the areas of knowledge (see the *Survey of General Education Classes*). We, therefore, recommend that students be required to take two science classes, and that at least one of these courses include a laboratory component so that students gain hands-on experience with the scientific method and a general understanding of how scientists gather data. Courses that are suitable for this requirement emphasize a physical science, a life science, the scientific basis of technology, or a combination of these topics.

We also strongly urge appropriate departments and curricula to develop more courses that are explicitly intended to promote science literacy among students who are not majoring in the sciences, and who may be less likely to have knowledge of the relevance of the science to other areas of knowledge, and to the decisions they must make as citizens. Such courses (of which a number already exist) are designed to focus on scientific content but with twenty to thirty percent of course content, activities, and assessment given to the focal science's broader perspective, which might include the historical development of scientific thought relevant to the course, as well as the effect of transformations in such thinking on other aspects of intellectual history; the social impact and public policy implications of the science contained in the course, including ethical and moral issues; the relation of the science relevant to the course to aspects of culture such as the visual, performing, or literary arts; or the interdependence of the natural sciences and the social and behavioral sciences. By making more such courses available to students, science departments and curricula can advance the goals of the general education curriculum in this area.

Social and behavioral sciences: We recognize that the global society of the twenty-first century is increasingly complex and interconnected. Study of social and behavioral sciences allows students to understand premises of the fundamental foundations and operations of individuals, communities and societies. Offering all students an understanding of concepts and methods in the social and behavioral sciences is increasingly imperative. Exposure to social problems at local or global levels further encourages students to apply social and behavioral science concepts and methods and to interpret historical or contemporary social concerns. We also believe that undergraduate students need knowledge and perspective in order to place their own lives and cultures in the widest possible historical context. The requirements in this area also encourage the

study of people, places, eras, and cultures that students might not otherwise encounter, as they allow students to understand contemporary events and problems in ways that go beyond the frameworks that inform the public conversation. To increase the chances that students will receive a broad exposure in the social and behavioral sciences, as well as a sense of historical context, we recommend that they be required to complete three courses from at least two different departments or curricula, and that at least one of the courses must engage in historical analysis.

The recommended social and behavioral sciences requirements (including historical analysis), offer a considerable simplification over the current curriculum, advancing our goal of clarifying and streamlining it.

Humanities and Fine Arts: We recognize these areas as pillars of a liberal arts education. This area of the curriculum includes, first, philosophical and moral reasoning, and, second, the visual, performing, and literary arts.

We expect students to develop and refine their ability to think systematically, critically, and independently, often about fundamental questions of enduring interest concerning human experience and its conditions. Therefore, we recommend that students be required to take one course in **philosophical analysis** that includes significant content in ethics or moral reasoning. The aim of philosophical analysis is to probe deeply into fundamental questions, ideas and issues. The study of **moral reasoning** and the understanding of the ethical dimensions of human life is an important area of philosophical analysis that merits special focus in the requirements. Moral reasoning enables students to distinguish ethical questions from legal, economic, political and other practical issues. Although moral reasoning can be modeled on the ways in which influential thinkers have conceived and justified their visions of ethics, it encompasses more than discovering the moral beliefs, attitudes and values of any person or society. It encourages students to apply ethical principles to personal, professional and political problems they encounter in their lives, and to appreciate the importance of being willing to take responsible action on such principles. Moral reasoning also enables students to understand and respectfully assess moral perspectives at variance with their own. We, therefore, recommend that courses approved to satisfy the requirement in philosophical analysis contain significant content in this area.

Because a range of professions—including business, education, public health, and medicine—require that graduates are able to appreciate different systems of thought and diverse forms of moral reasoning, all students, including undergraduates in professional school programs, should be introduced to philosophical analysis and moral reasoning. Professions embrace distinctive codes of conduct. So it is crucial that students think about ethics before they confront the specific moral issues raised by their professions. In this spirit, we recommend that professional schools develop additional moral reasoning courses appropriate for their disciplines and compatible with this requirement. We further recommend that departments be encouraged to develop courses satisfying this requirement that would incorporate practical forms of learning such as externships and community service. (Such courses would also fulfill the Experiential Education requirement recommended in the Connections portion of the proposed curriculum.)

The **visual, performing, and literary arts** also constitute a second crucial component of the Humanities and Fine Arts requirements in any general education curriculum. The creative disciplines foster critical and creative thinking, expand our

repertoire of expression, provide perspective into the human condition and set the stage for lifelong engagement with literature, music, the visual arts and performance. The continuing importance of the arts and humanities for the twenty-first century is central to the outcome goals for curriculum revision. In addition to their value in themselves, the arts also benefit persons in any future occupation and every area of study. Whatever career path students pursue, regardless of discipline, success depends on the ability to find creative solutions to problems and express individuality. The arts, by their very nature, provide means of self-expression and techniques for creative thinking. So we recommend that all students take two courses in this area, one in literature and one in the fine arts.[11]

We also recommend that students be encouraged to pursue direct and sustained engagement in a creative process. Such engagement is essential to understanding and appreciating accomplishment in the Arts and Humanities. It emphasizes the integration of theory with practice, highlights the value of both creative and critical thinking, and celebrates the significance of extracurricular initiatives. It also enables faculty and departments to explore pedagogies that involve students in multiple ways of knowing. The proposed requirements in the visual, performing, and literary arts could be fulfilled by three-hour courses in a practice-centered subject, such as studio art or creative writing. (Because we want to support these activities, we also have proposed that such courses fulfill the Experiential Education requirement recommended in the Connections section of the proposed curriculum.)

[11] There was extensive discussion regarding the distribution of the two required courses among the visual, performing, and literary arts. Committee V proposed that students take courses in more than one area (literature, art, music, drama, performance studies, film), without privileging any one area. The Steering Committee, however, worried that some students could graduate without a college-level exposure to the study of literature. The large enrollments in existing literature courses may suggest that few students would avoid literature completely if given the option. But on this vexing issue we decided not to take a chance, so we propose the requirement of a literature course.

CURRENT CURRICULUM	PROPOSED CURRICULUM
	CONNECTIONS
	A. Foundations Across the Curriculum
	• One *Communication* course (multiply counted) • One *Language enhancement* experience (multiply counted) • One *Quantitative methods* course (multiply counted) *0 hours*
	B. Local, National and Global Connections
A. Cultural diversity	• *Experiential Education*: One course or program of study (multiply counted) • *U.S. Diversity*: One course (multiply counted) • *The North Atlantic World*: One course (multiply counted) • *Beyond the North Atlantic*: One course (multiply counted) • *The World Before 1750*: One course (multiply counted) • *Global Issues*: One course (multiply counted) *0 hours*
TOTAL: 0 hours	**TOTAL CONNECTIONS: 0 hours**
TOTAL CURRENT CURRICULUM, ALL STUDENTS: 44 hours	***TOTAL PROPOSED CURRICULUM, ALL STUDENTS: 42 hours***

CONNECTIONS RECOMMENDATIONS AND OUTCOME GOALS FOR GENERAL EDUCATION

FOUNDATIONS ACROSS THE CURRICULUM

One of the primary goals of the curriculum review has been to produce a general education curriculum that is less fragmented and more integrated. The Applying Foundations Across the Curriculum requirements of the proposed curriculum accomplish that goal by applying the foundational skills to coursework the major or in the various Approaches courses in general education. The proposed Connections requirements need not add any credit hours, however, since we have allowed multiple counting of these courses, as described below.

Communication: To assure that students develop skill in writing and speaking in their chosen discipline, we recommend that all students take one communication-intensive Communications course after completing (or placing out of) RHET A/B. Content-area courses with an emphasis on written and oral communication would prepare students to write and speak effectively in their disciplinary area(s) as they directly or indirectly also help them recognize that different disciplines have different discourses. This recommendation also eliminates the need for the current requirement that students who place out of ENGL 11/12 take COMM 9, a requirement that has not been very effective.

Language enhancement: This requirement is intended to make students aware of the importance and relevance of the study of languages, and to help achieve the outcome goal that students "should have an understanding of the diverse languages, peoples, and cultures around the globe." Students can fulfill this requirement in several ways: by taking a more advanced language course (level 4 or above); by taking a Language across the Curriculum (LAC) course which could also fulfill one of the proposed Approaches or Supplemental General Education requirements, or a requirement in the student's major or minor. Another option is for students to explore a second foreign language, other than the one used to satisfy the Foundations foreign language requirement. In many cases this would be a language not offered in the student's high school curriculum. Undergraduates might also fulfill the requirement outside the classroom. This might mean living in one of the campus language houses for at least a semester (if three hours of academic credit is granted), studying abroad in a country or region in which the target language is the dominant one, or working at an approved internship involving use of the language (possibly with a foreign company) for three hours of academic credit. (These last two activities could also be used to satisfy the Experiential Education requirement.)

The Steering Committee recognizes that many of these activities, as they are presently devised, require language competency at level 4 or above and are therefore not available to students who begin their college language studies below that level and complete only the minimum Foundations requirement. Such students will be limited at the present time to the option of taking a level 4 language course to fulfill this requirement, or a course in a second foreign language. However, during the life of this curriculum, we anticipate that two developments will make other options available to more of our students. First, as language instruction in the secondary schools is expanded and improved, more of our students can be expected to begin their college language study at level 4. This would be the continuation of a trend over the past few decades. Students

who enter the University prepared to take a level 4 language course have all of the language integration options open to them without the need to take additional language courses beyond the Foundations requirements. The second development that we anticipate is an increase in the availability of Language Across the Curriculum courses and Study Abroad opportunities that are accessible to students who have completed level 3. This increase will require the restructuring of some courses and study programs, but is in principle attainable and should be encouraged to enhance the global perspective of all of our students.

Quantitative methods: In order to enhance the students' ability to apply quantitative reasoning, we recommend that in addition to taking a core mathematical sciences course, all students be required to take an additional course that acquaints them with how quantitative reasoning can be used in a field of study (perhaps the student's major). Or, if the students prefer or if it is more suitable to their major, they might take a second course in quantitative reasoning. With this further integration of quantitative reasoning into the curriculum, students will develop the abilities to think critically about the numerical information they encounter daily. Such courses would have at least half of the course content involving some of the following: using quantitative methods to model and solve problems, including the development and implementation of computational algorithms; using numerical reasoning; collecting and interpreting quantitative data; constructing logically sound arguments and recognizing fallacies by using quantitative information, mathematical analysis, formal logic and proofs; expressing ideas and concepts from mathematical sciences orally and in writing; or connecting the role of the mathematical sciences to cultural change and to other sciences, the arts and the humanities. Many of these courses already exist in a wide range of fields, including psychology, sociology and political science as well as the natural sciences. The development of new "quantitative methods" courses with innovative quantitative elements applied to nontraditional areas would be encouraged, and it is expected that many courses designed to have a strong quantitative component would also emphasize critical thinking and reasoning. These courses could also satisfy a requirement in the major or minor, or the proposed Approaches or Supplemental General Education requirement, and therefore would not increase the number of credit hours devoted to general education.

LOCAL, NATIONAL AND GLOBAL CONNECTIONS

In addition to integrating the foundational skills more thoroughly across the curriculum, the Connections section of the proposed curriculum seeks to extend that process further, as it considers the obligations that local, national and global citizenship impose and as it creates pathways from the campus to local, national, and worldwide communities. The complex and interconnected world that students will enter upon graduation will be multinational, multiracial, and multicultural. Our students should be prepared to meet that challenge. They should be able to understand diverse peoples and cultures, both within the United States and around the world, as well as the transnational forces that link us all. We can best prepare students for life in a changing, dynamic world by formulating a renewed vision of higher education and of the well-educated person—a vision that supports the civic development of students as engaged participants in both the local and world community and prepares them to be responsible and effective citizens and leaders. This involves, we propose, not only the study of U.S. Diversity and of

global cultures, but also Experiential Education, which provides a structured learning experience outside the campus and integrates that experience into students' academic coursework.

Experiential Education: Experiential education extends the classroom to the world beyond the walls of the university and brings that world back to the campus. It includes service learning; internships; intensive fieldwork or field-based research; a research experience in which the student utilizes the techniques and practices of professionals in the discipline; study abroad, and practice-centered courses in the creative arts. Students thus engaged acquire firsthand experiences that invigorate academic inquiry and direct it into vital new channels. The evidence demonstrates convincingly that experiential learning benefits the intellectual lives of students: it develops problem solving skills and cultivates a capacity for civic judgment and responsible citizenship. Experiential education also stimulates interdisciplinary connections and encourages active, rather than passive, learning; expands educational opportunities; promotes global awareness; exposes students to diverse cultures and societies; enhances career development; and promotes closer relationships among students, faculty, staff, and the community. We therefore recommend that, as they fulfill their requirements in general education and in the major, students also fulfill an experiential education requirement by participating in one of the following: a service learning course; a course with a substantial fieldwork or field-based research component; a sustained and mentored research experience under the supervision of a faculty member; an approved study abroad program (which could also fulfill the proposed language integration requirement); an approved internship; or a practice-centered course in the creative arts. Many such opportunities already exist, but departments and curricula should be encouraged to develop more.

U.S. Diversity: As stated in the *Proposed Outcome Goals for General Education,* and as recognized in the current curriculum, in order to fulfill the obligations of U.S. citizenship, graduates of this public university should have an understanding of the ethnic, racial, religious, and cultural diversity of the state, region, and nation. As citizens of an increasingly interconnected world, graduates also should have an understanding of the diverse languages, peoples, and cultures around the globe and of the political, economic, and political forces that impact these. We recommend, therefore, that all students, as they fulfill their requirements in general education and in the major, include a course that also meets the requirement in U.S. Diversity. Such courses must deal with interaction between at least *two* of the following groups or subcultures: African Americans, European Americans, Asian Americans, Latinos, or Native Americans. These courses might also engage other aspects of diversity such as age, class, disability, gender, region, religion, or sexuality.

It is also important that students have an understanding of North America and Western Europe, of at least one major area of the world outside of the United States, of the pre-modern past, and of global forces, patterns, and trends as well as the historical origins of those trends. We recommend that all students, as they fulfill their requirements in general education and in the major, be required to include courses that will provide them with exposure to these areas. To assure this, we propose the following (multiply-counted) requirements.

The North Atlantic World: It is important that students understand the history and culture of the world in which they live. We therefore recommend that all students be

required to successfully complete at least one course that focuses on North America and Western Europe.[12]

Beyond the North Atlantic: We further recommend that all students be required to successfully complete at least one course that focuses on a region other than North America and Western Europe. Asia, Africa, the Middle East, Latin America, and Eastern Europe are important in world affairs, and knowledge of the history, geography, and culture of these regions is necessary for effective citizenship.

The World Before 1750: We also recommend that all students be required to successfully complete at least one course that covers a chronological period before 1750. We recommend this delimiting date because we believe that all students should study pre-modern periods of human history, in part because the pre-modern world was significantly different from our own and because pre-modern ideas, practices, and institutions continue to exert a strong influence on our contemporary world. It is important that our students be familiar with the historical origins of the contemporary society in which they live, and with its social and political institutions. Modern historical patterns of global trade, political revolutions, empire-building, industrialization, nation states, science, and social relations began to emerge in various parts of the world after the mid-18th century, so a course on the period before then will introduce students to the distinctive characteristics of the pre-modern world.

Global Issues: We recommend that all students be required to take a course that focuses either on ways in which cultures interact or the transnational forces that shape cultural life, for example information flow, transnational migration, or economic interdependence. In order to be approved for the global issues requirement, a course must examine the cultural interaction of two or more regions, or focus on analyzing the trans-regional dynamics of global forces.

As noted above, we propose that Connections requirements may be multiply counted. That means that major courses, elective courses, and those that fulfill the proposed Approaches or Supplemental General Education requirements of the new general education curriculum may also meet the Connections requirements. Thus, a Sociology course that meets the requirement for the Social and Behavioral Sciences Approach may also fulfill one or more requirements under the Connections section of the general education curriculum. That course, for example, might also be a communication course that includes a service learning component, thereby also meeting two of the Connections requirements (in Communication and Experiential Education). The Subcommittee on General Education of the Administrative Boards of the General College and the College of Arts and Sciences will review and approve all courses that meet the general education requirements, including these multiply counted Connections courses. Those that meet the criteria established by the Curriculum Review Steering Committee, in consultation with the relevant satellite committee, would be listed in the *Undergraduate Bulletin*. To

[12] There was extensive discussion regarding whether one area of the world should be privileged in this way, given the increasing global integration in the 21st century. The large enrollments in existing courses on Western history, culture, and society may suggest that few students would avoid studying any aspect of the Western experience completely if given the option. On this vexing issue the Steering Committee, at the urging of our faculty colleagues, decided not to take a chance. We therefore propose this requirement in the Western experience.

designate the multiple requirements that this imaginary Sociology course fulfills it would listed in the Bulletin in the following manner: Sociology 101 (S,C,E).

CURRENT CURRICULUM

ARTS & SCIENCES PERSPECTIVES

- One course each in four of five Perspective areas, from list
- If the Western Historical/Non-Western/Comparative requirement for all students was satisfied with two Western historical courses, a Non-Western/Comparative course must be taken for this Perspective.
- If the Western Historical/Non-Western/Comparative requirement for all students was satisfied with one pre-1700 Western historical course and one Non-Western/Comparative course, a Western history course must be taken for this Perspective
- If the Natural Sciences requirement for all students was satisfied with two physical sciences courses, a life science or a mathematical sciences course must be taken for this Perspective.
- If the Natural Sciences requirement for all students was satisfied with two life sciences courses, a physical or a mathematical sciences course must be taken for this Perspective

PROPOSED CURRICULUM

SUPPLEMENTAL GENERAL EDUCATION

DISTRIBUTIVE OPTION

- One course in each of the three Divisions of the College[13] other than the one in which the department or curriculum of the student's primary major resides.
- No two of the courses used to satisfy this requirement may be in the same department or curriculum.
- Courses may also be used to satisfy the requirements of a second major or minor if the second major or minor belongs to a department or curriculum that is in a Division different from that of the student's primary major.
- Courses may be used to fulfill Connections requirements, including Foundations Across the Curriculum requirements).
- Courses taken to fulfill this requirement may not be those intended primarily for first-year students.

INTEGRATIVE OPTION

- Completion of an approved 9-credit-hour interdisciplinary Cluster
- Clusters must include at least two courses linked to one another, and it is recommended that at least one of them be jointly taught by at least two faculty members
- Courses in the cluster must be taught by faculty members from at least two different Divisions or Schools, at

[13] The Divisions of the College are Basic and Applied Sciences, Social Sciences, Humanities, and Fine Arts.

least one of which has a primary appointment in the College of Arts and Sciences.

- Only three credits in the Cluster may count toward the student's primary major, secondary major, or minor.
- Courses may be used to fulfill Connections requirements

TOTAL SUPPLEMENTAL GENERAL EDUCATION: 9 hours

TOTAL PROPOSED CURRICULUM, A&S A.B. STUDENTS: 51 hours

TOTAL A&S PERSPECTIVES: 12 hours

TOTAL CURRENT CURRICULUM, A&S A.B. STUDENTS: 56 hours

SUPPLEMENTAL GENERAL EDUCATION RECOMMENDATIONS AND OUTCOME GOALS FOR GENERAL EDUCATION

We hoped that that the new Arts and Sciences general education requirements would not duplicate the problems with the old system, in which some courses counted for both General College and Arts and Sciences requirements and it was not always clear why a particular course was listed as one rather than the other. We also wanted a curriculum that is better integrated with study in the major, while it also allowed students more freedom to pursue their own interests and explore the rich variety of courses available at UNC-CH as they fulfilled their general education requirements. And, of course, we wanted to continue Carolina's rich tradition of providing A.B. students in the College of Arts & Sciences a broad liberal arts education. We propose that this goal, and the others, would be more effectively achieved by replacing the existing upper-level Perspective requirements with two options, both of which are superior to the old system: a Distributive option that asks students to move beyond their major field of study, and an Integrative option that provides a focused interdisciplinary experience.

Distributive option: In this option, those completing a A.B. in the College of Arts & Sciences would be required to take three courses in addition to their other general education requirements, one from each of the three Divisions[14] outside of the one in which their primary major resides. Together with the requirements for all students, this will assure that all students who receive A.B. degrees from the College of Arts & Sciences have taken at least three courses in the physical and life sciences, at least four in the social and behavioral sciences (including history), at least three in the humanities and two in the fine arts. However, this option offers another advantage. Students would have more opportunities to choose courses that enhance their understanding of their major field of study, and speak to their own interests. This will also obviate the lack of clarity that exists in the current curriculum about the distinction between General College and Arts & Sciences Perspectives. This lack of clarity (manifested in the fact that in many cases the same course can be used to fulfill both kinds of requirements) is a significant impediment to an understanding of the goals of the current curriculum on the part of students and faculty.

Because breadth also can be achieved in part by the completion of a second major or minor outside the Division of the student's primary major, we recommend that courses that fulfill the requirements for the second major or minor could also be used to fulfill the requirements of the Distributive option. A few departments and curricula (e.g. Psychology) encompass more than one approach to knowledge, and thus are designated as belonging to more than one Division. Such "bipedal" departments and curricula would identify which of their courses properly belong to which division. Students, then, could take a course in Psychology to satisfy a requirement in the Distributive option in either Basic and Applied Sciences or in Social Sciences, depending on the course content. However, in order to assure sufficient breadth in their studies, students would not be allowed to take two courses from the same department to fulfill the requirements in the Distributive option, and none of the courses could be in the department or curriculum of the student's primary major.

[14] The Divisions of the College are Basic and Applied Sciences, Social Sciences, Humanities, and Fine Arts.

Departments and curricula would be encouraged to advise their students regarding courses that might fulfill the requirements of the Distributive option and enhance the education they receive in their major field of study. The additional flexibility offered by the Distributive option will also be to the advantage of students who change majors, particularly if the change places them in a different Division. Courses originally taken to fulfill a requirement in the previous major may then be used to fulfill the requirements of the Distributive option.

Since we think it is useful for students to build on their earlier general education coursework and deepen their knowledge in a area of knowledge, we recommend that courses intended primarily for first-year students not be used to fulfill the requirements of the Distributive options. Instead, students should choose courses that build upon those taken to fulfill the Approaches requirements.

Integrative option: The Integrative option for fulfilling the supplemental College of Arts and Sciences general education requirements encourages students to make connections as they cross disciplinary boundaries to explore issues or solve problems. In this option, students enroll in an approved *Cluster* program. Each of these interdisciplinary clusters, which will be proposed by faculty members and listed in the *Undergraduate Bulletin*, require students to take nine hours (usually in three courses) that are linked in some way and that focus on a single theme. Some examples might include: "Landscape" (with faculty from Geography, Environmental Science, and Art History); "Race" (with faculty from Anthropology, English, and History), "Chaos" (with faculty from Mathematics, Economics, and Sociology) or "Evolution of the Cosmos" (with faculty from Physics, Religious Studies, and Biology). Students might be granted a certificate for completion of the Cluster. Clusters must include at least two courses linked to one another. We strongly recommend that at least one of the courses be jointly taught by at least two faculty members. The faculty members who teach in the Cluster must have primary appointments in least two different Divisions or Schools, at least one of which is in the College of Arts and Sciences. It is desirable that students approach interdisciplinary study from a firm disciplinary base, so no more than three credits in the Cluster may also count toward the student's primary major, secondary major, or minor. Courses in the cluster may also be used to fulfill Connections requirements, including Foundations Across the Curriculum.

CURRICULUM REVIEW PROCESS, IMPLEMENTATION, AND ASSESSMENT

THE CURRICULUM REVIEW PROCESS

Risa Palm, Dean of the College of Arts and Sciences, began the process of curriculum review in the Spring semester 2000 by initiating the planning of the process. That began with consultation with the Chairs of the departments of the College. At the Chairs' recommendation, a series of public fora were conducted in Fall 2000 by the Office of Undergraduate Curricula (led by Tom Tweed, Associate Dean for Undergraduate Curricula). At these public events, students, faculty, and alumni were asked to consider the question, "What is an educated person?" As that phase of the process concluded, at the end of the Fall 2000 semester, Dean Palm appointed a Chair (Laurie McNeil) and a Steering Committee of 12 faculty and 2 students.

The Steering Committee began to meet in January 2001. Its first task was to formulate outcome goals for the new general education curriculum. The list of goals developed was posted for comment on the Curriculum Review website, circulated for comment to department chairs and the Administrative Boards, revised, and ultimately completed in May 2001 (see *Proposed Outcome Goals for General Education*). At the same time, the Steering Committee, with the help of the Office of Institutional Research, conducted a survey of students and faculty in all general education classes in Spring semester 2001 (see *General Education Survey Report*). The survey results helped the Committee confirm the strengths and weaknesses of the current curriculum.

During Summer 2001, the Steering Committee decided which satellite committees would be needed to examine particular aspects of the curriculum. Some of the committees were charged to consider particular content areas, such as English composition or social sciences, while others had broader charges, such as interdisciplinarity or the balance between general education and the major. These 16 committees and their Chairs were appointed in Fall 2001, and included 126 faculty, 21 students, and 7 staff members from 31 departments and curricula, 9 professional schools, and 6 university services. The committees and members are listed at the end of this document. The Chairs were chosen under a principle that came to be referred to as "civilian control of the military": no Chair would come from a department that had a vested interest in an expansion of the requirements in the area the satellite committee was charged to examine. Committee members were also chosen to represent a broad range of disciplines, including those whose professional interests placed them distant from and near to the topic under consideration. In the course of their deliberations, members of the committees met with various departments affected by the proposals being considered.

The sixteen satellite committees reported their recommendations by the end of February 2002. These included not only proposed course requirements, but also other suggestions designed to enhance the educational experience of undergraduate students. As we expected and feared, the recommended course requirements in their aggregate represented an enormous increase in credit hours over the current requirements, and which taken together would occupy almost seventy-five percent of the 120 credit hours required for graduation. The Steering Committee was therefore forced to trim the proposed requirements in order to construct a coherent and practical curriculum that recognized the reasonable constraints on general education presented by the demands of

the major and the need for electives. The result of those choices can be seen in the proposed curriculum. The complete reports rendered by individual committees are posted on the Curriculum Review website (www.unc.edu/curriculumrevision).

The draft proposal for the new curriculum was considered by the faculty of the College of Arts & Sciences within individual units and Divisions and at general faculty meetings called by the Dean. A forum was also held for the students. (Although currently enrolled students will not be affected by the proposed curriculum, their views are an important part of the evaluation of the curriculum proposal.) During discussions with faculty and students revisions continued to be made, as necessary. After those conversations and subsequent revisions, the Arts & Sciences faculty was asked to endorse the proposal.

The proposal was then submitted to the Subcommittee on General Education of the Administrative Boards of the General College and the College of Arts & Sciences. This committee endorsed the proposal, and recommended to the Administrative Boards that it be adopted. The proposal was then presented to the Administrative Boards and to the Educational Policy Committee of the Faculty Council. The Educational Policy Committee communicated its views to the Curriculum Review Steering Committee, but did not initially make any recommendation. The Administrative Boards unanimously approved the proposal, subject to certain revisions and conditions. The current version of the proposal embodies those revisions, and is presented to the Educational Policy Committee for its further consideration and its recommendation to the Faculty Council.

Upon receipt of a positive recommendation, the proposal will be forwarded by the Educational Policy Committee to the Faculty Council. Faculty Council will then be asked to approve the proposal. Upon approval, the new curriculum will move into the implementation phase.

IMPLEMENTING THE NEW CURRICULUM

After the proposed curriculum has been approved, the next stage in the process begins: implementation. In the 1980 curriculum, the faculty created a position and a process for faculty oversight. It reaffirmed the importance of the Administrative Boards of the General College and the College of Arts and Sciences, and it established the position of Associate Dean for General Education (now Associate Dean for Undergraduate Curricula) and the Subcommittee on General Education. The associate dean and the Subcommittee, which includes members of the Administrative Boards and a student representative, were charged to review all components of general education. Since 1980, then, the Subcommittee has reviewed every new course added to the curriculum and sent its recommendations to the Administrative Boards, which makes the final decisions about curricular policy and required courses.

The implementation process, which will be coordinated by the Associate Dean for Undergraduate Curricula and a new administrative assistant, will be directed by a Curriculum Implementation Committee that will be appointed in Fall 2003 and will draw on the procedures already in place for review of general education courses. The Subcommittee on General Education will review all course proposals, and, since the form and content of the requirements have changed, that will mean that *all* general education courses must be reviewed before they can be included in the new curriculum, even if a course had been on the previous list of approved courses or had been cited as exemplary

in one of the satellite committee reports. As in the current procedures, faculty will submit a form and syllabus for each proposed course to their unit's director of undergraduate studies. The director will then send the proposals to the Associate Dean in the Office of Undergraduate Curricula. (To expedite the process, we will ask departments to submit course proposal forms and syllabi *online*.) The staff in the Office of Undergraduate Curricula will distribute that material to the Subcommittee on General Education and the Administrative Boards. The Subcommittee on General Education, in consultation with the Implementation Committee, will review those course proposals by applying the criteria established by the faculty who served on the sixteen curriculum review satellite committees, as those criteria were standardized and revised by the Curriculum Review Steering Committee. For each component of the new curriculum there will be a clear description and a lucid set of criteria, which will be distributed to faculty before they are asked to propose courses and submit syllabi. The online course proposal form on the Office of Undergraduate Curricula web page (www.unc.edu/depts/uc) also will include links to the lists of criteria. This means, for example, that a faculty member submitting a course to fulfill the new Approaches requirement in the social and behavioral sciences can consult the same description and standards that the Subcommittee will use to review it.[15] This, we hope, will make the process more clear and transparent for everyone involved: instructors, advisors, administrators, students—and the faculty who will be asked to make the judgments about whether a proposed course meets the requirement.[16]

In addition, all Departments and Curricula will be encouraged to develop recommendations about specific courses to fill the Foundations Across the Curriculum requirements relating to the student's major and emphasizing the application of the skills in context useful to a student's area of interest.

The Implementation Committee also will have other duties. First, it will offer advice about how to design faculty workshops for those who will teach the new general education curriculum. Those workshops, which the Associate Dean and Administrative

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[15] To increase curricular consistency and coherence, the Subcommittee on General Education will make recommendations to the Administrative Boards about which requirements a proposed course will fulfill. A course may fulfill only one Foundations or Approaches requirement, though it might simultaneously meet more than one of the multiply-counted Connections requirements.

[16] As we ask faculty to submit new and revised general education courses, it makes sense to deal with another pragmatic problem at the same time: the current course numbering system does not allow enough space for all the courses that some units need to offer (e.g., History and English). Some units have resorted to suffixes and other measures for new courses. At some point, we will need to introduce another numbering system (100, 200, 300, 400, 500), and we suggest we do so now. In that new system, for example, introductory courses will be numbered 100 to 199 (instead of 1-50, as in the current system). In practice, that will mean that during the implementation phase directors of undergraduate studies for each unit will use that new system when they propose course numbers for the proposed general education courses, but they also will submit new course numbers (although not new justifications or syllabi) for existing courses in the major. The Associate Dean and the Implementation Committee will consult with directors of undergraduate studies as we put this new system in place, and fuller guidelines will be available when implementation begins. The new numbering system also will reserve numbers across all departments not only for First Year Seminars (formerly 006, perhaps 100 in the new system), as in the previous system, but also numbers for other emphases in the new curriculum and the subcommittee reports: research and artistic activity; study abroad, academic internships, fieldwork, and service learning. It also will include letters to indicate which multiple-counting Connections requirements a course also fulfills: for example, *Q* for quantitative intensive courses and *C* for communications intensive courses.

Assistant will plan and coordinate, will include both general meetings and more focused gatherings aimed at those who will teach one or another component of the curriculum. For example, there might be separate workshops for those teaching the revised Physical and Life Sciences courses and the new Global Citizenship courses. Second, faculty who want to introduce a new course or revise an old one should be supported by course development grants, and the Implementation Committee can help oversee that process as well. Third, the Committee will need to initiate a systematic review of the many rules that relate directly or indirectly to general education, since we cannot change the curriculum without considering whether the existing General College and Arts and Sciences guidelines support those curricular innovations. (That might mean, for example, considering whether to reaffirm the current rule that an Arts and Sciences student can count toward graduation only twelve hours of independent study.) Fourth, the Committee will need to do all that is possible to assure that undergraduates and advisors can track student progress through the new curriculum, especially with the use of an interactive online computer program. That will mean consultations with, among others, the Associate Dean for Advising, the Registrar, and the director of C-TOPS (the summer orientation program for first year students). Finally, the Implementation Committee will establish a Subcommittee on Communications, to help write, review, and coordinate all the oral and written representations of the new curriculum. They will be charged to make sure that the descriptions of the curriculum are clear, coherent, and compelling. They will consult with faculty and staff on campus to coordinate communications with prospective students, current students, parents, high school counselors, General College and departmental advisors, graduate student teaching assistants, instructors and fixed-term faculty, and tenure track faculty. That will mean, for example, collaborations with the faculty and staff members responsible for admissions brochures, orientation sessions (for students, faculty, and teaching assistants), web pages, advising guides, faculty handbooks, and the printed and online *Undergraduate Bulletin*.

ONGOING REVIEW AND ASSESSMENT

Despite the best efforts of faculty serving on the oversight committees, incoherence and clutter inevitably creep in over the years, and other problems will emerge. To deal with those problems, we suggest a mechanism and timetable for periodic assessment, which supplements and complements the ongoing review provided by the Subcommittee on General Education, the Administrative Boards, and the Educational Policy Committee. It will be important to ask whether the goals of the new curriculum are being met and whether other revisions might be needed in the future. That process of assessment will include the following:

- Year One: One year after the new curriculum goes into effect, a report by the Associate Dean for Undergraduate Curricula on its status will be sent to the Administrative Boards, the Educational Policy Committee, and the Dean of the College of Arts and Sciences.
- Year Five: A systematic curriculum assessment, including another survey of students and faculty, and a report issued on the effectiveness of the general education curriculum. The report might include recommendations for revision.
- Regular Review: Every other spring the Subcommittee on General Education will: 1) after consulting with directors of undergraduate studies, review general education

courses and delete those that are no longer offered; 2) ask directors of undergraduate studies to submit new syllabi for general education courses that have changed substantially since they were originally submitted for review; 3) review the university's written (and, to the extent possible, oral) communication about general education and offer suggestions for revision where appropriate; 4) at one of the spring meetings, report to the Administrative Boards on the status of general education and make recommendations as appropriate.

TIMETABLE: LOOKING BACK AND FORWARD

It might be helpful to offer an overview of the process of planning, review, approval, implementation, and (in the years ahead) assessment. To simplify it, we omit many steps along the way and divide it into two stages:

I. PLANNING, REVIEW, AND TENTATIVE PROPOSAL

- Spring and Fall 2000: Planning and Initial Consultations
- Fall 2000: Curriculum Review Steering Committee begins its work
- Spring 2001: Survey of students and faculty on General Education
- August 2001: Steering Committee's "Mission Statement" and Outcome Goals"
- Fall 2001-Spring 2002: Sixteen satellite committees meet
- March 2002: Satellite committees issue final recommendations
- May 2002: Steering Committee offers tentative curriculum proposal

II. APPROVAL, IMPLEMENTATION, AND ASSESSMENT

- Spring-Fall 2002: Two College of Arts and Sciences meetings
- Fall 2002-Spring 2003: The Approval Process
  (Subcommittee on General Education; Administrative Boards of the General College and College of Arts and Sciences; Educational Policy Committee; Faculty Council)
- Fall 2003-Spring 2004 (or 2005?): The Implementation Process
  (Curriculum Implementation Committee appointed, course proposals submitted and reviewed, faculty and teaching assistant workshops held, faculty course development grants awarded)
- Fall 2004 (or 2005?): The New Curriculum takes effect *for first year students who enter Carolina that Fall*
- Spring 2004: General Education Faculty Reception and Workshop
- Fall 2005 (or 2006?): One Year Report
- Fall 2009 (or 2010?): Five Year Curriculum Review Report

CURRICULUM REVIEW STEERING COMMITTEE

Laurie McNeil *(Chair)*	Physics and Astronomy
Don Baucom	Psychology
Peter Coclanis (after 3/02)	History
Don Garrett	Philosophy
Allen Glazner	Geological Sciences
Sue Goodman	Mathematics
Rachel Hockfield	Student
Clayton Koelb	Germanic Languages
George Lensing	English
Judy Miller	Nursing
John Nadas	Music
Bobbi Owen	Dramatic Art
Jim Peacock	Anthropology
Annie Peirce (until 5/02)	Student
Lillie Searles	Biology
Thomas Tweed (*ex officio)* (until 7/02)	Associate Dean for Undergraduate Curricula, Religious Studies
Bernadette Gray-Little (*ex officio)* (until 1/02)	Senior Associate Dean for Undergraduate Education, Psychology
Karen Gil (*ex officio)* (after 1/02)	Senior Associate Dean for Undergraduate Education, Psychology

SATELLITE COMMITTEES FOR CURRICULUM REVIEW

COMMITTEE B: GENERAL EDUCATION AND STUDY IN DEPTH

Peter Coclanis *(Chair)*	History
Valerie Alter (Fall 2001 only)	Student
Laurence G Avery	English
Boka Hadzija	School of Pharmacy
Tonu Kalam	Music
Gregory R Lanier	Student
Bobbi Owen	Dramatic Art
Paul Rhode	Economics
Edward Samulski	Chemistry
William Smith	Mathematics

COMMITTEE C: CAPSTONES

Beth Kurtz-Costes *(Chair)*	Psychology
Carl Anderson	Kenan-Flagler Business School
David Greenland	Geography
David Hammond	Dramatic Art
Ann Matthysse	Biology
Paul Roberge	German
Kate S Thompson	Student
Thomas Warburton	Music
Julia Wood	Communication Studies

COMMITTEE F: FOREIGN LANGUAGE

Edward Donald Kennedy *(Chair)*	English/Comparative Literature
Martine C Antle	Romance Languages
John Chasteen	History
Corinne Gorrier	Student
George Lensing	English
Rosa P Perelmuter	Romance Languages
Charlotte A Peterson	School of Dentistry
Christopher R Putney	Slavic Languages
William H Race	Classics
Luisa J Rodriguez	Student
Kathryn Starkey	Germanic Languages
Nadia Yaqub	Curriculum in Asian Studies

COMMITTEE G: GLOBAL CITIZENSHIP

W Miles Fletcher *(Chair)*	History
John S Akin	Economics
Sahar Amer	Curriculum in Asian Studies
Robert C Arbegast	Student
Pamela A Cooper	English
Douglas A Elvers	Kenan-Flagler Business School
James L Hevia	History
Hannelore L Jarausch	Romance Languages
Ryuko Kubota	School of Education
Melinda Meade	Geography
James L Peacock	Anthropology
Lars Schoultz	Political Science

COMMITTEE H: HISTORICAL ANALYSIS

Dorothy Verkerk *(Chair)*	Art
Judith M Bennett	History
Sean T Gallagher	Music
Allen Glazner	Geological Sciences
Donald C Haggis	Classics
Reginald F Hildebrand	African & Afro-American Studies
Lloyd S Kramer	History
Lawrence A Nilles	Student
Thomas J Reinert	English
James W White	Political Science

COMMITTEE I: INTERDISCIPLINARY STUDY

William Glaze *(Chair, Fall 2001)*	Carolina Environmental Program
Richard Superfine *(Chair, Spring 2002)*	Physics-Astronomy
Larry K Benninger	Geological Sciences
Eric Downing (Fall 2001 only)	Comparative Literature
Alfred J Field	Economics
Barbara J Harris	History
Douglas E Maclean	Philosophy
Judy Miller	School of Nursing
Michael L Minion	Mathematics
Thomas Tweed	Religious Studies
Jason Vogler (Fall 2001 only)	Student
Dale Whittington	Environmental Science & Engineering

COMMITTEE L: PATHWAYS

Donna Lefebvre *(Chair)*	Political Science
Sandy B Alexander	Carolina Center for Public Service
Deb Bialeschki	Recreation and Leisure Studies
Virginia Carson	Campus YMCA
John Galassi (Fall 2001 only)	School of Education
Shawn A Graham	University Career Services
Rachel Hockfield	Student
James L Leloudis	History
Robert Miles	Study Abroad
Mary F Morrison	Apples Service Learning Program
Joanna K Pearson	Student
Kevin Stewart	Geological Sciences
Elizabeth Taylor	Academic Advising

COMMITTEE M: PHILOSOPICAL ANALYSIS AND MORAL REASONING

Jonathan M Hess *(Chair)*	Germanic Languages
Dave Brunson	School Of Dentistry
Don Garrett	Philosophy
Beth Holmgren (Fall 2001 only)	Slavic Languages
Douglas C Long	Philosophy
Barry F Saunders	School of Medicine
Linda L Spremulli	Chemistry
Charlotte R Stewart	Student
Ellen R Peirce	Kenan-Flagler Business School
Lynda Stone	School of Education

COMMITTEE N: NATURAL SCIENCES

J Steven Reznick *(Chair)*	Psychology
Meggan M Hovick	Student
Kevin Jeffay	Computer Science
Seth L Leibowitz	Academic Advising
Gustavo P Maroni	Biology
Laurie E McNeil	Physics-Astronomy
Michael McVaugh	History
Gary J Pielak	Chemistry
Joy J Renner	School of Medicine
James Seay	English

COMMITTEE P: HEALTH, WELLNESS, AND PHYSICAL ACTIVITY

Joseph Flora *(Chair)*	English
Harvey Goldstein	City & Regional Planning
Keith A Kaufman	Student
Margaret M Lanchantin	Exercise & Sport Science
Lawrence G Rowan	Physics-Astronomy
Cecil W Wooten	Classics

COMMITTEE Q: QUANTITATIVE REASONING

Joseph L Templeton *(Chair)*	Chemistry
Nicole T Abaid	Student
Edward Carlstein	Statistics
George W Cloud	School of Journalism/Mass Communication
Sue Goodman	Mathematics
Stuart E Macdonald	Political Science
Michael D Resnik	Philosophy
Jack S Snoeyink	Computer Science
Jane F Thrailkill	English
Jon W Tolle	Mathematics/Operations Research

COMMITTEE R: CRITICAL THINKING AND RESEARCH SKILLS

Gerald Postema *(Chair)*	Philosophy
Robert S Adler	Kenan-Flagler Business School
David Guilkey (Fall 2001 only)	Economics
Ritchie D Kendall	English
Charles Kurzman	Sociology
Mary Lynn (Fall 2001 only)	School of Nursing
Annie Peirce	Student
Patricia J Pukkila	Biology
Donald L Shaw	School of Journalism/Mass Communication
Sarah D Shields	History

COMMITTEE S: SOCIAL AND BEHAVIORAL SCIENCES

Deborah E Bender *(Chair)*	School of Public Health
Martha S Arnold	Center for Teaching & Learning
Donald H Baucom	Psychology
Patrick J Conway	Economics
Altha J Cravey	Geography
Anne G Forsyth	Student
Andrew J Perrin	Sociology
Marco Steenbergen	Political Science
Judith W Wegner	School Of Law

COMMITTEE U: U. S. DIVERSITY

Elizabeth J Burns *(Co-Chair)*	Women's Studies
Trudier Harris-Lopez *(Co-Chair)*	English
Danny Bell	American Studies Curriculum
Kimberley L Benton	Student
Jane D Brown	School of Journalism/Mass Communication
Stephen T Leonard	Political Science
Julius E Nyang'Oro	African & Afro-Amer Studies
Lillie Searles	Biology
Rashmi Varma	English

COMMITTEE V: VISUAL, PERFORMING, AND LITERARY ARTS

Joy Kasson *(Chair)*	American Studies Curriculum
David F Chapman	Student
Anne McKay Coble	Dramatic Art
Stella E Grabowski	Art
Mary S Hanley	School of Education
Meesun Sunny Kim	Student
John Nadas	Music
Della Pollock	Communication Studies
Kenneth J Reckford	Classics
Richard Rust	English
Holden H Thorp	Chemistry

COMMITTEE W: WRITTEN AND ORAL COMMUNICATION

Madeline Levine *(Chair)*	Slavic Languages
Thomas A Bowers	School of Journalism/Mass Communication
Richard Branyon	Student
Wayne A Christiansen	Physics-Astronomy
Erica K Jensen	Student
Sherryl Kleinmann (Fall 2001 only)	Sociology
Clayton Koelb	Germanic Languages
Lawrence B Rosenfeld	Communication Studies
Connie C Eble	English
Judith B Farquhar	Anthropology
Todd W Taylor	English