

## **APPENDIX C**

### **General Education Student Learning Outcomes and Curriculum Development**

- General Education Review Task Force Update (March 1, 2011) – includes student learning outcomes passed by Faculty Senate April 26, 2011
- Request for Faculty Senate Vote on General Education Student Learning Outcomes (April 12, 2011)
- Proposed General Education Curriculum Requirements (DRAFT) – initial draft (developed in May, 2011) for campus-wide discussion and feedback (Sept. 1, 2011)
- NC A&T State University General Education Revision Update (Oct. 21, 2011)

**General Education Review Task Force Update**  
**March 1, 2011**

**Fall, 2010 Activity:**

- General Principles for General Education Revision: Flexibility, Community College Transfer, SACS, Focus on Student Learning Outcomes (SLOs)
- Review of University Studies External Review Committee Report
- Best Practices – *General Education and Liberal Learning: Principles of Effective Practice* (AAC&U)
- Peer Institution Review (General Education Programs/SLOs from 28 Universities)
- Drivers of Change in Higher Education
- Student Learning Outcomes Consistent with Drivers of Change
- General Education Workshop (@UNCG)

**Spring, 2011 Activity:**

- **Goal 1: Develop University-Level Student Learning Outcomes Based On:**
  - a. Departmental Surveys – January 2011
  - b. SLO Recommendations, Strategic Planning Resource Council – Subcommittee on Teaching and Learning
  - c. NCAT2020 Strategic Plan Vision, Values, and Goals Statements
  - d. AAC&U LEAP Essential Learning Outcomes
  - e. Peer Institution Student Learning Outcomes
  - f. Current University-level Student Learning Outcomes (UNST)
- **Goal 2: New General Education Curriculum** (Developed Around Student Learning Outcomes)
  - a. Initial draft to be developed by General Education Review Task Force in March/April, 2011

**Current Status and Future Timeline:**

- **Goal 1: Six University-level Student Learning Outcomes**
  - Feedback/Discussion at March School/College Meetings
  - Information item at March Faculty Senate Meeting
  - Final version voted on at April Faculty Senate Meeting
- **Goal 2: New General Education Curriculum**
  - Committee discussion in March/April
  - Initial discussions with Departments/Schools/Colleges in April
  - Additional work during summer, 2011
  - School/College/Faculty Senate discussion in September, 2011
  - Faculty Senate passage in October, 2011

**(DRAFT) University-Wide Student Learning Outcomes**  
**(Passed by the General Education Review Task Force 2-22-2011)**

To be introduced in the freshman and sophomore years and reinforced and practiced extensively across the curriculum at successively higher levels during the junior and senior years. These learning outcomes should be measurable and assessable.

- Critical Thinking
- Oral/Written Communication (*to include writing in the major*)
- Global Issues and Cultural Awareness/Diversity (*to include both issues separately*)
- Quantitative and Analytical Reasoning (*to include math and science*)
- Social Responsibility and Civic Engagement
- Ethical Reasoning

In the process of achieving these learning outcomes, students should also develop skills in the following areas:

- Problem-solving
- Information/Technology Literacy
- Collaboration/Teamwork
- Integrative and Applied Learning (*capstone courses?*)

**Some Key Guidelines for Revising**  
**General Education at North Carolina A&T State University**

1. Flexibility: (a) possibility of credit for both general education and major requirements with same course; (b) directly and flexibly address math and writing skills (in multiple courses); (c) focus on student learning outcomes, not courses
2. Limited number of measurable and assessable student learning outcomes, introduced in first two years and reinforced in major
3. Commonly shared freshman experience (two courses?)
4. Curriculum easily understandable to students, parents, faculty, and advisors
5. Ease of community college transfer: (a) clear transfer guidelines; (b) easily understood course transfer policies
6. Consistency with SACS principles and guidelines (e.g. 30 credit hour min., distribution requirement)
7. Allowing for, but not requiring, pedagogical/curricular innovation
8. Meeting general education requirements with existing courses; no new courses expected
9. Take into account “best practice” AAC&U *Principles on General Education*
10. Incorporate *High-Impact Practices* (e.g. capstone, service-learning, undergraduate research) whenever possible



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April 12, 2011

Dr. Linda Florence Callahan  
President, NC A&T State University Faculty Senate  
Department of Journalism and Mass Communications  
College of Arts and Sciences  
North Carolina A&T State University  
Greensboro, NC 27411

Dear Linda:

As indicated in our General Education Revision Task Force presentation at the March, 2011 Faculty Senate meeting and outlined in the timeline distributed there, we are requesting that the six university-wide student learning outcomes presented for discussion at that meeting, and copied below, be voted on for approval by the Faculty Senate at its April 26, 2011 meeting.

The following six university-wide student learning outcomes serve as the foundation for and guide the development of a new general education curriculum at North Carolina A&T State University. In addition to being measurable and assessable, the expectation is that they will be introduced in the freshman and sophomore years and reinforced and practiced across programs at successively higher levels during the junior and senior years.

- Critical Thinking
- Oral and Written Communication
- Quantitative and Analytical Reasoning
- Global and Intercultural Awareness
- Social Responsibility and Civic Engagement
- Ethical Reasoning

**Rationale:** The General Education Review Task Force was formed in September, 2010 and asked by the Provost to review and revise the goals, objectives, and structure of the university's general education program, with the intention of having a new general education curriculum in place by August, 2012. A key guideline for the General Education Review Task Force, consistent with accreditation requirements, national trends, and best practices in higher education, is that we have a "limited number of measurable and assessable student learning outcomes, introduced in the first two years and reinforced in the major." An important objective of the Task Force was to reduce the current 17 student learning outcomes to a more focused set of 5-7 outcomes.

EXPLORE  
DISCOVER  
BECOME

As discussed at the March Faculty Senate meeting [see attached handout], the six university-wide student learning outcomes (SLOs) being put forward for approval were developed by the General Education Review Task Force (which includes representatives from each School/College, Bluford Library, Student Affairs, and the Faculty Senate) using input from multiple internal (e.g. each department was asked to submit to the Task Force in January 2011 a list of 5-7 SLOs based on departmental discussions) and external sources (e.g. Essential Learning Outcomes from the American Association of Colleges and Universities). As noted in our March/April discussions, in each case a similar set of SLOs was identified as the most important for students graduating from North Carolina A&T State University.

Once identified and approved by the Task Force, these SLOs were discussed with each academic unit, Bluford Library, Student Affairs staff and administrators, the Faculty Senate, the Administrative Council (Deans and Directors), department chairs (at their spring Chair's Retreat), and the Chancellor's Cabinet in March and early April. The SLOs were passed by the General Education Review Task Force in February, with minor wording changes to improve clarity approved at its April 11, 2011 meeting. The six learning outcomes are consistent with SACS accreditation principles and the professional accrediting bodies represented on our campus.

These SLOs will serve as the foundation for developing a consistent and coherent general education curriculum. We are seeking approval of these SLOs at this time so that the Task Force can move to its next phase of developing the *structure* of the general education curriculum. We have already begun discussions on this topic, with the current set of SLOs driving that discussion. We hope to have a "beta-draft" of that curriculum structure in place by early summer, to be discussed first at the Chairs' Retreat in June and then with each of the units described above during the month of September, 2011. We hope to have Faculty Senate approval of a final general education curriculum in October, 2011.

We look forward to a Faculty Senate vote on these university-wide student learning outcomes at the April 26, 2011 meeting. If you have questions, please contact Scott Simkins ([simkinss@ncat.edu](mailto:simkinss@ncat.edu)) or Mary Smith ([smithma@ncat.edu](mailto:smithma@ncat.edu)), co-chairs of the General Education Review Task Force.

Sincerely,

Scott Simkins and Mary Smith  
Co-Chairs, General Education Review Task Force

Cc: Craig Rhodes, Vice-President, Faculty Senate

Attachment: General Education Review Task Force Update (March 1, 2011)

## Proposed General Education Curriculum Requirements (DRAFT)

Version: September 1, 2011

Area	Credit Hours (40 total)	Notes with respect to SACS requirements and NCCCS-UNC Comprehensive Articulation Agreement (CAA)
<b>Critical Thinking</b>		
No specific credit hour requirement; integrated throughout curriculum		
<b>Oral and Written Communication (9 semester hours)</b>		
Written Communication	6 semester hours of composition-based courses, expected to be taken during freshman year	Matches req. for NCCCS-UNC CAA
Writing in the Major	3 semester hours (also counts toward major)	Writing focused on application of concepts in the discipline; not meant to be a new course, but rather a writing-intensive version of a course already offered in the major
Oral Communication	No formal semester hour requirement; integrated throughout curriculum and non-credit organizations such as Toastmasters	
<b>Quantitative and Analytical Reasoning (13 semester hours)</b>		
Mathematical, Logical, and Analytical Reasoning	<p>6 semester hours – 3 hours in mathematics (at what min. level?). The other 3 hours may be selected from among other quantitative and analytical reasoning courses (e.g. other math courses, statistics, computer science, logic, analytical reasoning, etc.).</p> <p>Note: individual degree programs/majors may make <i>specific</i> math course requirements (e.g. Calc I and Calc II)</p>	<p>SACS requires at least one course in natural science/mathematics</p> <p>NCCCS-UNC CAA requires two courses; "At least one introductory mathematics course (college algebra, trigonometry, calculus, etc.) must be selected; the other unit may be selected from among other quantitative subjects, such as computer science and statistics for the AA. The AS requires one course at the precalculus algebra level or above; the other course(s) must be higher level mathematics or may be selected from among other quantitative subjects such as computer science and statistics."</p>

Scientific Reasoning	7 semester hours – 4 in lab-based science course, the other 3 <i>could be</i> in a lab-based course or <i>could be</i> in a science-based reasoning course (e.g. philosophy of science, science and society, etc.)	SACS requires at least one course in natural science/mathematics  NCCCS-UNC CAA requires two courses + labs in biology, chemistry, or physics
<b>Global and Intercultural Awareness (9 semester hours)</b>		
At least 3 credit hours must be in humanities/fine arts and at least 3 credit hours must be in social/behavioral sciences to meet SACS requirements for general education.		NCCCS-UNC CAA requires at least one course in history  NCCCS-UNC CAA requires 3 or 4 courses in humanities spread across three areas from the following: art, dance, drama, foreign languages, interdisciplinary humanities, literature, music, philosophy, and religion  SACS requires at least one social/behavioral sciences course <b>and</b> at least one humanities/fine arts course
<b>Civic Engagement (3 semester hours) [Service Learning]</b>		
3 semester hours – Intended to be met through <b>service learning</b> , which includes both service and reflective/academic component; can also count toward major		Courses will be designated as service-learning courses; could be in major or outside of major. Note that this is NOT the same as community service or service alone.
<b>Ethics (3 semester hours)</b>		
3 semester hours – Can also count toward major		
<b>Student Success (3 semester hours)</b>		
1 credit per semester, spaced out over 3 semesters (to complement discipline-based Colloquia already in place)		

**SACS 2.7.3 Requirements:**

- 30 semester hours, minimum
- At least one course from each of the following areas:  
**humanities/fine arts | social/behavioral sciences, and natural science/ mathematics**

“The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.”



**Comprehensive Articulation Agreement (CAA) between the University of North Carolina (UNC) and the  
North Carolina Community College System (NCCCS) – NCCCS-UNC CAA – September, 2008**

**Definition of the 38 hour (AS) – 44 hour (AA) General Education Core:** The general education core curriculum “reflects the distribution of discipline areas commonly included in institution-wide, lower-division general education requirements for the baccalaureate degree. The general education core includes study in the areas of English composition, humanities and fine arts, natural sciences and mathematics, and social and behavioral sciences. Within the core, community colleges must include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution. The semester hours credit (SHC) distribution of the general education core is as follows:

**English Composition (6 SHC):** Two English composition courses are required.

**Humanities/Fine Arts (9-12 SHC):** Four courses (AA) or three courses (AS) must be selected from at least three of the following discipline areas: art, dance, drama, foreign languages, interdisciplinary humanities, literature, music, philosophy, and religion. At least one course must be a literature course. (3 SHC in Speech/Communication may be substituted for 3 SHC in Humanities/Fine Arts. Speech/Communication may not substitute for the literature requirement.)

**Social/Behavioral Sciences (9-12 SHC):** Four courses (AA) or three courses (AS) must be selected from at least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

**Natural Sciences (8 SHC):** At least two courses, including accompanying laboratory work, must be selected from among the biological and physical science disciplines. (A minimum two-course sequence from general biology, general chemistry, or general physics is required for the AS.)

**Mathematics (6 SHC):** At least one introductory mathematics course (college algebra, trigonometry, calculus, etc.) must be selected; the other unit may be selected from among other quantitative subjects, such as computer science and statistics for the AA. The AS requires one course at the precalculus algebra level or above; the other course(s) must be higher level mathematics or may be selected from among other quantitative subjects such as computer science and statistics.

*The general education core component, if completed successfully by a student with a grade of "C" or better in each course, shall be portable and transferable as a block across the North Carolina Community College System and from that system to UNC institutions, whether or not the transferring student has earned the associate degree. Under special circumstances, a university may choose to accept additional credit hours."*



NC A&T State University General Education Revision Update - October 21 2011

Student Learning Outcome	General Education Credit Hours - Proposed NC A&T Curriculum and North Carolina Comm. College Articulation Agreement	
	Proposed - NC A&T State University	North Carolina Community College (AA or AS degree)
<b>Written Communication</b>	6	6 (English Comp.)
<b>Mathematical, Logical, and Analytical Reasoning</b> (at least one MATH course)	6	6 (Mathematics)
<b>Scientific Reasoning</b> (at least one lab-based course)	7	8 (Natural Sciences)
<b>Social/Behavioral Sciences*</b>	6	9 to 12
<b>Humanities/Fine Arts*</b>	6	9 to 12
* Of the 12 total hours in social/behavioral and sciences/humanities/fine arts, at least 3 hours in African-American studies courses and 3 hours in global studies courses		Not Applicable
<b>Student Success</b> (to be met through courses in department/school/college, CAE, or any combination)	2	1 Credit <i>Transfer Success</i> Course
<b>TOTAL CREDIT HOURS:</b>	<b>33</b>	<b>39 to 45</b>
<b>Learning outcomes required to be infused through the curriculum (no credit hour requirement) and assessed at the program level:</b>		
<b>Critical Thinking</b>		
<b>Oral Communication</b>		
<b>Ethical Reasoning</b>		
<b>Writing in the Major</b>		
<b>Notes:</b>		
<p><b>1. Note:</b> Academic programs are expected, if at all possible, to account for additional hours in social/behavioral sciences and humanities/fine arts that a student with an AA or AS degree from a NC community college has earned that are not required by the NC A&amp;T State University general education curriculum proposed above, by substituting a total of 6-12 hours of free electives and/or appropriate program electives, as necessary.</p>		
<p><b>2.</b> The <b>Comprehensive Articulation Agreement</b> between the University of North Carolina and the North Carolina Community College System [September, 2008] states: <i>"The general education core component, if completed successfully by a student with a grade of 'C' or better in each course, shall be portable and transferable as a block across the North Carolina Community College System and from that system to UNC institutions, whether or not the transferring student has earned the associate degree. Under special circumstances, a university may choose to accept additional credit hours."</i> (p. 6)</p>		
<p><b>3. Proposed:</b> Students transferring to NC A&amp;T State University with an AA or AS degree (or completing the general education core, listed above, even without an AA or AS degree) from a NC community college have met all credit requirements for the NC A&amp;T State University general education curriculum.</p>		