Faculty Senate Meeting
Friday, November 1, 2013

Whiting Criminal Justice Bldg., Room 201
2:00 p.m. – 4:30 p.m.

Agenda

I. Approval of Minutes: October 4, 2013

II. Agenda Review

III. Chancellor Debra Saunders-White

IV. Faculty Assembly Update - - Atty. David Green
   a. General Report
   b. General Education Council
   c. Resolutions Passed 10/25/13
   d. System-wide Core Competencies

V. Updates
   a. Status of Faculty Handbook 2013
   b. Master calendar for university and senate committees
   c. Chair’s Report
   d. Comprehensive Articulation Agreement: UNC and NCCCS

VI. Nominations Committee

VII. Demonstration: Discovery Tool

VIII. Ad Hoc committees
   a. GRE Ad Hoc Task Force
   b. Adjunct Faculty Ad Hoc Taskforce

IX. Committee Reports

X. Expectations (The below items must be received by the Secretary two weeks prior to
   Faculty Senate meeting for consideration)
   a. Agenda items
   b. Committee reports

XI. Standing Items:
   a. FAQ items
   b. Faculty Handbook (Handbook Committee)
   c. Constitution and Bylaws
   d. Expansion of Exec. Committee (Governance)
   e. Establish Sabbatical or Equivalent (Faculty Research & Prof. Development)
   f. E-Portfolio (Faculty Research & Prof. Development)
   g. Annual Faculty Evaluation Period (Academic Policies)
   h. Evaluation of Chairs and Administrators (Academic Policies)
Faculty Senate Meeting
Friday, November 1, 2013

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i. SRI Assessment (Faculty Research & Prof. Development)
j. Curriculum/ Program Change Review (Academic Policies)
k. Review of Faculty Evaluations Campus Wide
l. Mentoring: Junior Faculty

XII. Announcements
1. Staff Senate: Meet & Greet at “The House” 4310 Miami Blvd (Date needed)
2. Sign Up: Campus Recreation and Wellness Center

XIII. Handouts (Electronic):
Note: Please bring copies for meeting. Thanks for your cooperation!!
1. Agenda: November 1, 2013
3. GEC Handout

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NCCU 2020 Strategic Plan: Priority Areas

1. Retention and Graduation
2. Enhancing Academic Distinction and Distinctiveness
3. Community Engagement
4. Internal Communications Using QSI
5. Teaching, Learning and Research
I. Approval of Minutes - Meeting convened at 2:08pm. Motion to approve the minutes for October 4, 2013 with corrections by Senator Robinson; seconded by Senator Tokuta.

II. Chancellor Debra Saunders-White
Executive Leadership council gave a gift of $350,000 to help the School of Business in their entrepreneur efforts. NCCU signed an agreement with the Shriners to host a football game, ‘Diabetes Classic’ to promote Diabetes Research. We are in preliminary discussions about setting up a Diabetes Center with them. A meeting will take place this weekend at Princeton’s Educational Testing Services and University of Pennsylvania to engage in stronger collaboration with those entities.

Legislative Update:
Pay raises – K12 supporting teachers. There will be a very strong conversation about state employees and pay raises. NC continues to grow financially. Recovery efforts are very strong. The Board of Governors for February approved the massed articulations and a contract has been issue. The general administration has negotiated with the community colleges a 30hr GEC section. We will sign in February for this to be put into effect.

NCCU was one of four schools to present the change in the Mission Statement. We have not finalized the budget plan for the 2013-2014 school year.
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Shared governance - Those seven committees I spoke about at the last Faculty Senate I extend an appreciation to all of you.

Questions

Attorney Green. Calculating adjunct work hours that would potentially change full time instructors to part time instructors and therefore not allowing them to be eligible for protection under the Health Care Act. What is your perspective was on that directive and what impact it would have on some of our adjuncts and fixed term faculty members?

Provost Johnson – This has been discussed at the CAO meetings. What we are trying to see is how do we define adjunct instructors by work hours. One credit hour to three hours of work which means if an adjunct is teaching ten credit hours times three they are saying at 30 hours we have to provide insurance coverage. They have agreed upon that formula to calculate what would be classified as an adjunct instructor. According to Chancellor Saunders-White it is not on the agenda and planning for the November meeting. It was not covered in the meeting with President Ross. Attorney Green mentioned that part of the concern was if it is calculated as 9 credit hours that person would not receive coverage. If its calculated as ten then the person would receive coverage.

Chancellor Saunders-White – Have we done an impact statement for our campus? Let’s take that suggestion and follow through with this and see if that will effect change on our campus. Chair McMurray mentioned there is an Adjunct Task Force perhaps they might take this on.

Senator Tokuta asked was the mission statement sent out to the campus? Chancellor Saunders-White stated it was sent out early right after my arrival. We were required to vet it among the alumni and students. It is not final until the Board of Governors. We will send this out again to all.

University concerns

In the legislative sessions the GA will require us to charge sales tax in affect January 1, 2014. Sales tax on food services and ticket sells. That’s all ticket sells not just sports. We are required by the NC Statute to collect sales tax.

After 140 credit hours students have to pay a surcharge. We now have to inform the student in writing prior to having crossed that threshold that they are getting close and they will have to pay a surcharge.

Thank you from the Chancellor.

III. Faculty Assembly Update - - Atty. David Green

Policies are dictated at the UNC-GA level. The Resolution allows institutions to opt out when a central policy has a substantial negative impact on a particular campus. A lot of the HMIIs were concerned in the change of admission policy. The policy was driven by Chapel Hill in which their biggest concern was the add/drop policy. The Chapel Hill faculty along with HMI faculty wanted the ability to opt out for different reasons. Faculty want to play a substantial role in the decision. The resolution has been passed and will be presented to President Tom Ross. A draft of the Resolution was given to President Ross in which he supports. He is willing to engage in the dialogue of the option to opt out.
General Administration work with community colleges. Thirty four hours that a transfer student will be able to use to transfer to any 4-year college. This has been approved.

Resolution passed – Every campus will have Faculty Senate presence and will have a voice at the Board of Trustees meetings.

**Resolutions Passed 10/25/13** - two core competencies were passed.

General assessment of all students. The General Education Council involved in the two core competencies. What are the ones that are already being tested? Critical thinking and writing will be the two core competencies. The Faculty Assembly supported the two core competencies. They have selected experts one from Clemson University of what they deem are successful assessments. I would like to bring forth the resolution to you for you to review and then you decide if you wish to adopt it. How will the Board of Governors use the assessment tool?

**Questions**

Senator Robinson – where does our School of Education fit within this. They would be the experts in this.

Dr. Shawn Sendlinger – General Education Council (UNC) – The Committee is looking into this by reviewing assessments. The students will take a quantitative test. We are also looking at qualitative means of assessments such as portfolios. We have experts speak to the committee on these issues. Dr. Mutisya would like to offer his expertise by offering a session on assessment.

Dr. Becker – Seems that quantitative is the easiest to assess. The written complication is the oral assessment that we’ve been looking at. Critical thinking is another area as well. Critical thinking and written communication are the two areas we are looking at. What are the other assessment options?

Dr. Sendlinger – NCCU critical thinking, critical reading, written communication, oral communication, information literacy, creative thinking, global learning are approved. Chair McMurray – those are the ones the faculty voted on. Dr. Becker – are we looking at the writing content?

Dr. Sendlinger – That hasn’t been addressed yet. My guess it will be just English which will be the easiest thing for everyone to agree on.

Senator Chambers – was there any consideration given to the literacy; You want to use those two assessments at all 17 campuses and then if there are others we can add to that?

Dr. Sendlinger – yes; President Ross is trying to get ahead of this by assessing the university system so we are developing our own assessment.

Senator Uma wants to know if we are looking at the end itself or a means to an end? Dr. Sendlinger responded we have to look at what critical thinking and written communication will entail. We have to look at the subareas. This is still work in progress.

Motion to consider the Faculty Assembly Resolution on the Core Competencies (Critical Thinking and Written Communications) made by Senator Vernon; seconded by Senator Reese.

Attorney Green gave an overview of the resolution and role of HMIs. Motion to approve the resolution by Senator Davis; seconded by Senator Chambers. Approved.
Questions
Sen. Amoateng mentioned that we have resolutions and they get passed but yet they do not get implemented. Attorney Green – Each of the 17 institutions have considered the resolution and approved of it and then President Ross can go to the Board of Governors we are listening to you about the assessment tools and state who is actively participating in using this assessment tool.

Prof. Rogers – What is the timeline for when this needs to be back to you?
Attorney Green – Before November 25 that each campus has responded to the Chair of the Faculty Assembly and has adopted it.

Dr. Becker – How is this aligned with the core competencies? Why has it moved back to the quantitative assessment?
Attorney Green – The General Educational Council they are from the 17 institutions including Science and Math. Within the process there are so many subcommittees is thorough. The two that were selected are two that the 17 institutions are already using.
Vote – abstention – 1; The Resolution was approved by the Faculty Senate.

Sen. L. Grant – When will Community College 34 hours become effective? When do we start applying it to our campus?
Chancellor Saunders-White – for 2014-2015 but I’m unsure if it will occur in the middle of the spring semester. Transfer Imperative Task Force that presented their preliminary findings. You may want to blend that report with the articulation agreement.

Sen. L. Grant – Will there be any change to transfer hours? Dean Wilson – Completion of associate degree is not changing. Much of what we do will not change. Attorney Green – The objective is to keep driving for flexibility and what campuses are already doing.

IV. Updates
Status of Faculty Handbook 2013 - has been approved, October 28, 2013.
Chair McMurray acknowledged Dr. Becker’s 7th International Festival.

Chair’s Report
The 2013 Faculty Handbook was approved. A survey (see attachment) has been sent out to all faculty. Please respond so that you can provide feedback to the revision of the handbook. Return survey by November 6, 2013 so that the Handbook Committee can review this. Do not make comments on the Bylaws and Constitution. They will be taken out. They go through different process of approval.

- Dr. James Stotler was approved to serve on the Grievance Committee
- Senate January Meeting will be changed from the 3rd to the 10th. The Faculty Senate Meeting will be January 10, 2013.
- Chair McMurray thanked faculty for serving at Pearson Dining Hall on October 17th. There were 25 faculty who participated in the event.
- Call meeting of the Faculty Senate Executive Committee and the Chairs of the Committees was on Tuesday. They approved to having an Advisory Board to the Executive Committee.
This will allow for a sense of inclusion and transparency. Senator Tokuta stated the meeting was ‘Great’. Senator Hargrove stated it would help some of the committees to move forward a little faster and provide assistance to Chairs and discussion of ideas. Senator Jackson stated it was helpful to her to see the support that will be received as serving as a Chair. It provides an opportunity to get to know your colleagues.

- Chair McMurray – committed to putting all minutes of all committees on the website

**Primary Issues to the Faculty Senate is dealing with in short term:**

- RPT guidelines (Provost is committed to having all department guidelines approved and reviewed prior to her leaving),
- Faculty Handbook - Policies vs practice –
- Curriculum and Program Review Committee - The Executive Committee is seeking to establish a Curriculum and Program Review Committee that will come before the Committee on Committees to establish this.

Dr. G. Wilson – what is the procedure on policies in particular the add/drop window; The Faculty Senate will give feedback on Curriculum Review. Chancellor – The Board of Governors is looking at shrinking the window to 10 days for add/drop. The Faculty Assembly is discussing this. This is not policy as of yet and has not yet been approved, but is under discussion. There are some policies that come to us that we must adhere to.

- Adjunct Faculty, Campus Safety, Evaluation of Admin. (Chair, Deans, others), Transparency – Administration and Faculty Senate. Mentoring junior faculty, health and wellness, master calendar, website documents. You are welcome to attend any meeting.

You should receive information on these issues. All information will be placed before you prior to the Faculty Senate meeting so that you will have ample time to review.

Dr. Debela questioned if standing committees could have a web presence where we can know the standing committees, the agendas and know how to have input. If all committees have members from the Faculty Senate working in them, if so, we need an easy way for follow up. Chair McMurray – there will be a master calendar with a list of all committee members. All committees have members except for the Beautification Committee.

**V. Nominations Committee**
We will elect five members. We will prepare a ballot for voting at the end of the Senate Meeting. Duties seek nominations for Officers Faculty Senate for April 2014. Nominations – Senators Gertrude Jackson, Gabe Peterson, Arthur Reese, Joseph Meloche, Muhammad Ahmad, Lorna Grant, and Jarvis Hargrove
Motion to close nominations by Senator Mosley; seconded by Senator Reese.
VI. Demonstration: Discovery Tool
Dr. Shields introduces Drew McNaughton to discuss the Discovery Tool
It is used as a discovery tool, content management system and website

Questions
Dr. Mann – Will the system include the libraries in the consortium? McNaughton – You will have access to all UNC system. This will differentiate NCCU to the other institutional.

Senator Amoateng – Colleges cannot share databases with universities. McNaughton – correct you would have to be on the campus to go inside their network. The content can be shared through enterprise to your students. Would it be able to pull from all databases at once? McNaughton – yes. The search will initiate across all databases.

Senator Reese – Forsyth County Library is pulling this system out and moving to a different one. Why? McNaughton – the state library has a cheaper system. This was a decision that was made outside the library in which the library was very discouraged by this choice. You will options with this tool. You can text information to yourself, email lists to yourself and save lists to your account.

Senator Lassiter – who are the actual help for using this tool? Would it be IT, LibraryHelp, blackboard? McNaughton – In regards to Blackboard, it will be a team with Blackboard.

Dr. Mann – Review the key advantages of what this system has over what the existing program has? McNaughton – Read graphics and fonts, you can customize to the needs of your users, you can create course major specific content, better search engines, your page may be different than a page from another School/College, it will be ADA compliant, access to all libraries content in one interface.

Senator Amoateng – We try to get data from CompuStat. Why are we trying to get more when students can’t use the existing one?
Dr. Shields – CompuStat is a very specific business database in your area. There are other databases for students in business to use that are easier for all students to use. It is usually one that you see for Business Schools because it is so specific rather than in the general academic library.
Senator Amoateng – Business component
Dr. Shields – Most schools will use another business database that is more general and less expensive.

Chair McMurray – It will benefit students and faculty. Will the students be able to register through the faculty interface? Will the faculty need an access code so students in his class would be able to view content. Would all students on campus be able to view it? McNaughton – No they do not need to sign in to access content to the library. If they are off campus then they will need to login. Dr. Debela – Could all students on campus see my course information? Could this be customized for specific courses. McNaughton – highly customizable. Students have to login to Blackboard to gain content. You can set that up for your students. If they are on campus they will have access to all the content. If they are off campus it will give them the
Chair McMurray - How many databases? Dr. Shields - Over 135 databases. We look at the use and cost. McMurray – this tool will allow you to search any database that we do not have now. McNaughton – Yes.

Dr. Becker – is there a trial period? What if we find out it isn’t for our needs? McNaughton – I’ll work with Dr. Shields and Ms. Jones about all of that.

Senator Wiesel – how does this allow us to search other universities databases? Dr. Shields – You have access to the print collection. You do not have access to the online databases due to the copyright and vendor. You can get a hard copy of the book but not access to the databases. You will only have access to the ones we pay for.

A suggestion was given to have access to a demo site so that faculty can navigate the site for a three or four week period. McNaughton – demo wouldn’t be specifically to NCCU. Chair McMurray – Dr. Shields can you accommodate the trial period? There will need to be discussion. They will meet back with the Senate in December.

Chancellor Saunders-White – Provost search – We had over 60 candidates, now down to nine interviews. Third week of November there will be on campus interviews for the finalists. Next week November 6 we will honor Chancellor Emeritus Julius Chambers at the B.N. Duke Auditorium.

VII. Committee Reports
Handbook Committee – Submit changes to handbook committee. Motion to extend the feedback period to November 25 by Senator Reese; seconded by Senator Amoateng. Vote: All approved.

Academic Policy Committee – recommend to give the curriculum items to the Committee on Committees to establish the Curriculum Review Committee. Review of the status of the Annual Review from NCCU Schools/Colleges – Calendar or Academic year.

Honorary Degrees Committee – No action to present a report. Guidelines should be in the office. Suggested by full professor, department, school/college, university, Board of Trustees for Emeritus degree. Chair McMurray - Are there guidelines for Honorary Degree? Where are they? Honorary degrees have been frozen since there is a change over in personnel. Provost stated there are guidelines for Honorary Degrees.

Adjunct Task Force – Senator Williams was elected chair.

International Affairs – Three charges Investigate and take inventory of international concerns (i.e. programs, organizations, offices and institutes that are present on our campus), define existing standards, align international issues with the universities global studies program and strategic plan. Recommendation of a name change to International Issues to differ from the international affairs name that is used widely across campus.
Dr. Becker – Our committee was going to interview Dr. Debela on the various issues.

Ballot voting was performed.

Motion to adjourn the meeting Senator Chambers; seconded by Senator Amoateng.

Meeting Adjourned 4:07pm

Minutes submitted by Andrea Woodson-Smith, Ph.D.
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1. Agenda: November 1, 2013
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NCCU 2020 Strategic Plan: Priority Areas
1. Retention and Graduation
2. Enhancing Academic Distinction and Distinctiveness
3. Community Engagement
4. Internal Communications Using QSI
5. Teaching, Learning and Research

Motion to adjourn by Senator Chambers; seconded by Senator Davis
Dear FAC SDI members, Campus Senate Chairs and FAEC members,

Please help keep your campus colleagues informed about the important work of the General Education Council (GEC) by distributing the appended summary of the group’s work, prepared by the GEC’s Communication Subcommittee.

Also, please keep your colleagues informed about these important NEXT STEPS:

- The Faculty Assembly will discuss the GEC’s (soon to be released) recommendations for a set of System-wide Core Competencies at their October 25 meeting. I will forward the FA’s recommendation/resolution to you soon after that meeting and urge you use it as a way of prompting discussion on your campus.

- Please remind faculty on your campus that we need their input too! Both the GEC and the FA encourage you to discuss the Core Competencies recommendation broadly across your campus (please organize faculty forums, if possible) and to make time in your November Faculty Senate meeting to formally discuss and vote on resolutions regarding the Core Competencies recommendation. Members of the GEC, the FA, and the FAC SDI have agreed to serve as resource persons for all campuses, so please contact them for more information, to participate in forums on your campus, or for any other information about this important system-wide initiative.

Thanks for your continued efforts on behalf of your colleagues across the system,
Catherine

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Catherine A. Rigsby
Professor of Sedimentology and Chair of the UNC Faculty Assembly
Core Competencies Subcommittee  
Chair: Brenda Allen (allenba@wssu.edu)

Faculty across the University of North Carolina system were surveyed and asked to rank the top three Competencies from the list of seven that were suggested from the subcommittee's earlier discussions. The seven were critical thinking, critical reading, information literacy, written communication, oral communication, creative thinking and global understanding. The survey also gave the option to write in a fourth competency or to offer further commentary.

Nearly 3000 faculty members responded to the survey. Two competences, critical thinking and written communication were endorsed significantly across the system. Several others were endorsed at much lower rates.

The next step is to prepare a summary of the findings with a recommendation to accept critical thinking and written communication as system-wide competences. The summary and recommendation will be prepared for discussion by the General Education Council at their meeting on October 16, 2013 towards presenting the recommendation to the Faculty Assembly at their next meeting.

CLA Subcommittee  
Chair: John Brooks (jibrooks@uncfsu.edu)

The CLA Subcommittee was very active in September. It met on Friday, September 6 and Thursday, September 19. Two topics dominated the Subcommittee’s work. One was the progress of the pilot campus fall administration. Five campuses—Appalachian State University, East Carolina University, Fayetteville State University, UNC-Pembroke, and Western Carolina University—are administering the CLA this fall. Pilot campus liaisons have been issued a standing invitation to join meetings of the Subcommittee. The liaisons have provided information about their efforts, which has proven valuable to the Subcommittee. The Subcommittee developed and distributed a campus reporting template to ensure that the pilot campuses are documenting the information needed for the Subcommittee’s report. Campuses are reporting that their preparations and/or administrations of the CLA are proceeding well.

The other focus of the Subcommittee this month was gathering information from the Council for Aid to Education (CAE), which developed the CLA. General Administration arranged for representatives from CAE to meet with the Subcommittee on Sept. 19 in Chapel Hill. The Subcommittee sent questions to the CAE team ahead of the meeting, and those questions became the basis for an intense and informative exchange. The Subcommittee is now in the process of revising notes from that meeting, which it hopes to post to the GEC Active Collab site before the next GEC meeting October 16.

Qualitative Assessment Subcommittee
The Qualitative Assessment Subcommittee has spent the last month working on two related fronts. First, we collaboratively developed a survey instrument aimed at gathering information about current usage of e-portfolios for the purpose of general education assessment across system institutions. The purpose of this survey is also to disseminate word that a request-for-proposals (RFP) will be coming out of this committee (and UNC GA) in October aimed at cultivating a series of e-portfolio pilot studies on several campuses. Through the survey, which is currently still open for responses (as of 10/2/13 we have 217 responses), we are asking respondents to self-identify as being interested in hearing more about the RFP when it is ready for distribution. The subcommittee’s other work, therefore, has been the preparation of the RFP, which we plan to distribute to campuses by mid-October. Dr. Katharine Stewart, at UNC GA, has been working closely with the subcommittee and has drafted a thorough first version of the RFP, which is currently circulating for further development. That RFP will be ready in a matter of days. Once the RFP is out, the plan is to accept proposals through December, make awards in January, and then have campuses planning and implementing pilot studies of e-portfolio assessment of specific general education "core competencies" during the Spring semester of the current academic year and going "live" by Fall semester 2014.

Communication Subcommittee
Chair: Paulette Marty (martypiw@appstate.edu)

The Communication Subcommittee facilitated the Core Competencies survey and assisted with the E-Portfolio survey, as well as coordinated the distribution of updates to campuses, CAOs, the Faculty Assembly, and the UNC General Administration. The Subcommittee also recently revised the General Education Council communication workflow plan to align it with the processes and practices that have worked best in these various communications over the past few months.

This email has been scanned by the Symantec Email Security.cloud service. For more information please visit http://www.symanteccloud.com
Associate in Science

General Education - 45 SHC

Universal General Education Transfer Component*
*All General Education Transfer Component Courses will transfer for equivalency credit.

English Composition (6 SHC)
ENG 111 Expository Writing (3 SHC)
ENG 112 Argument-Based Research* (3 SHC)
* Possible course title revision forthcoming

Humanities/Fine Arts (6 SHC)
ART 111 Art Appreciation (3 SHC)
ART 114 Art History Survey I (3 SHC)
ART 115 Art History Survey II (3 SHC)
ENG 231 American Literature I (3 SHC)
ENG 232 American Literature II (3 SHC)
MUS 110 Music Appreciation (3 SHC)
MUS 112 Introduction to Jazz (3 SHC)
PHI 215 Philosophical Issues (3 SHC)
PHI 240 Introduction to Ethics (3 SHC)

Social/Behavioral Sciences (6 SHC)
ECO 251 Principles of Microeconomics (3 SHC)
ECO 252 Principles of Macroeconomics (3 SHC)
HIS 111 World Civilizations I (3 SHC)
HIS 112 World Civilizations II (3 SHC)
HIS 131 American History I (3 SHC)
HIS 132 American History II (3 SHC)
POL 120 American Government (3 SHC)
PSY 150 General Psychology (3 SHC)
SOC 210 Introduction to Sociology (3 SHC)

Mathematics 4 SHC)
MAT 172 Precalculus Trigonometry (4 SHC)
MAT 263 Brief Calculus (4 SHC)
MAT 271 Calculus I (4 SHC)

Natural Sciences (8 SHC)
AST 151/151A General Astronomy I (3 SHC) and Lab (1 SHC)
BIO 110 Principles of Biology (4 SHC)
BIO 111 General Biology I (4 SHC)
CHM 151 General Chem. I (4 SHC) and CHM 152 General Chem. II (4 SHC)
GEL 111 Introductory Geology (4 SHC)
PHY 110 Conceptual Physics (3 SHC) and PHY 110A (1 SHC)
PHY 151 College Physics I (4 SHC) and PHY 152 College Physics II (4 SHC)
PHY 251 General Physics I (4 SHC) and PHY 252 General Physics II (4 SHC)

Additional General Education Hours (15 SHC)

Select an additional 15 SHC of courses from courses classified as general education within the Comprehensive Articulation Agreement.

Total General Education Hours Required: 45

Other Required Hours (15 SHC)

Academic Transition (1 SHC)*
ACA 122 College Transfer Success (1 SHC)
*Students must complete 15 SHC prior to enrolling in ACA 122

Select 14 SHC of courses from courses classified as pre-major, elective, or general educations courses within the Comprehensive Articulation Agreement. (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.)

Colleges may add one additional semester hour of credit in a 61 SHC associate in arts program of study for Work-Based Learning or Academic Student Success (other than ACA 122). The transfer of this hour is not guaranteed.

Total Associate in Science Semester Hours Credit (SHC): 60-61
Universal General Education Transfer Component*
*All General Education Transfer Component Courses will transfer for equivalency credit.

English Composition (6 SHC)
- ENG 111 Expository Writing (3 SHC)
- ENG 112 Argument-Based Research* (3 SHC)
* Possible course title revision forthcoming

Humanities/Fine Arts (9 SHC)
- ART 111 Art Appreciation (3 SHC)
- ART 114 Art History Survey I (3 SHC)
- ART 115 Art History Survey II (3 SHC)
- ENG 231 American Literature I (3 SHC)
- ENG 232 American Literature II (3 SHC)
- MUS 110 Music Appreciation I (3 SHC)
- MUS 112 Introduction to Jazz (3 SHC)
- PHI 215 Philosophical Issues (3 SHC)
- PHI 240 Introduction to Ethics (3 SHC)

Social/Behavioral Sciences (9 SHC)
- ECO 251 Principles of Microeconomics (3 SHC)
- ECO 252 Principles of Macroeconomics (3 SHC)
- HIS 111 World Civilizations I (3 SHC)
- HIS 112 World Civilizations II (3 SHC)
- HIS 131 American History I (3 SHC)
- HIS 132 American History II (3 SHC)
- POL 120 American Government (3 SHC)
- PSY 150 General Psychology (3 SHC)
- SOC 210 Introduction to Sociology (3 SHC)

Mathematics (3-4 SHC)
- MAT 143 Quantitative Literacy (3 SHC) (New)
- MAT 152 Statistical Methods (4 SHC) (New)

Natural Sciences (4 SHC)
- AST 111/111A Descriptive Anatomy (3 SHC) and Lab (1 SHC)
- AST 151/151A General Astronomy I (3 SHC) and Lab (1 SHC)
- BIO 110 Principles of Biology (4 SHC)
- BIO 111 General Biology I (4 SHC)
- CHM 151 General Chemistry I (4 SHC)
- GEL 111 Introductory Geology (4 SHC)
- PHY 110/110A Conceptual Physics (3 SHC) and Lab (1 SHC)
**Additional General Education Hours (13-14 SHC)**

Select an additional 13-14 SHC of courses from courses classified as general education within the Comprehensive Articulation Agreement.

**Total General Education Hours Required: 45**

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ACA 122 College Transfer Success (1 SHC)
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**Total Associate in Arts Semester Hours Credit (SHC): 60-61**
COMPREHENSIVE ARTICULATION AGREEMENT
BETWEEN
THE UNIVERSITY OF NORTH CAROLINA
AND
THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

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

After October 7, 2013 (Revision 6-**Draft)
(revised)

Originally published March 1, 1996
Revised January 1997; June 1999; November 1999;
October 2002; April 2003; August 2004; November 2004; December 2004; May 2005; February 2007;
September 2007; February 2008; June 2008; September 2008, June 2010
(This document, complete with appendices, is available at
http://www.northcarolina.edu/content.php/assessment/reports/student_info.htm)
COMPREHENSIVE ARTICULATION AGREEMENT (CAA)
BETWEEN THE UNIVERSITY OF NORTH CAROLINA
AND THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

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D. Transfer Advisory Committee
E. CAA Grievance Procedure
F. Associate in Arts and Associate in Science Curriculum Standards and Pre-Majors
G. Associate in Fine Arts Curriculum Standards and Pre-Majors
H. Transfer Course List

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

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

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

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

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

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

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

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

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

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

IV. POLICIES

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

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

A. Transfer Advisory Committee (TAC)

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

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

B. Transfer Assured Admissions Policy (TAAP)

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

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

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

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

C. Transfer Credit Appeal

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

V. REGULATIONS

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

1. **Eligibility**

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

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

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

The Universal General Education Transfer Component represents the fundamental foundation for success and includes study in the areas of English composition, humanities and fine arts, natural sciences and mathematics, and social and behavioral sciences. Within these discipline areas, community colleges must include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

The AA and AS degree programs of study are structured to include two components:
– **Universal General Education Transfer Component** comprises a minimum of 30 semester hours of credit, and
– **Additional general education, pre-major, and elective courses** that comprise a minimum of 30 semester hours of credit and prepare students for successful transfer into selected majors at UNC institutions.

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

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

a. The CAA enables North Carolina community college graduates of two-year Associate in Arts (AA) and Associate in Science (AS) degree programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.

b. Universities cannot place requirements on students transferring under the CAA that are not required of their native students.

c. A student who completes the Associate in Arts or Associate in Science degree prior to transfer to a UNC institution will have fulfilled the UNC institution’s lower-division general education requirements.

d. Due to degree requirements in some majors, additional courses at the UNC institution may be required beyond the general education courses and pre-major courses taken at the community college.

e. Community college graduates of the Associate in Arts or Associate in Science degree programs who have earned 60 semester hours in approved transfer courses with a grade of “C” or better and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 60 semester hours of academic credit upon admission to a UNC institution.

f. Requirements for admission to some major programs may require additional pre-specialty courses beyond the pre-major taken at the community college. Students entering such programs may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.

g. All courses approved for transfer in the CAA are designated as fulfilling general education or pre-major/elective requirements (see Appendix H). While general education and pre-major courses may also be used as electives, elective courses may not be used to fulfill general education requirements.

h. CAA courses taken beyond the 60-61 SHC of credit in which the student received less than a “C” will not negate the provisions of the CAA.

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

a. A student who completes the Associate in Arts or the Associate in Science degree will satisfy UNC’s minimum admission requirements (MAR) and minimum course requirements (MCR).

b. A transfer student will also be considered to have satisfied (MAR) and (MCR) if he or she has:

1. received the Associate in Arts, the Associate in Science, the baccalaureate, or any higher degree, or
2. completed at least six (6) semester hours in degree-credit in each of the following subjects: English, mathematics, the natural sciences, and social/behavioral sciences, and (for students who graduate from high school in 2003-04 and beyond) a second language.
5. Students not completing the Associate in Arts or Associate in Science degrees

A North Carolina community college student who satisfactorily completes, with a grade of “C” or better, courses identified in the Universal General Education Transfer Component will receive credit applied toward the university’s lower-division general education course requirements, subject to the following distribution limit: maximum of 6 hours in English Composition, 9 hours in Humanities/Fine Arts, 9 hours in Social/Behavioral Sciences, 4 hours in Mathematics, and 8 hours in the Natural Sciences.

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

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

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

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

Beyond the Universal General Education Transfer Component courses, a program of study leading to the associate degree contains courses related to a student’s major or program emphasis. Pre-major course tracks prepare students to succeed in their chosen field and provide students with clear pathways to completion. Each UNC institution will develop, publish, and maintain selected four-year degree plans identifying community college courses that provide pathways leading to associate degree completion, admission into the major, and baccalaureate completion. Students who complete the published degree plan tracks and who are accepted for admission are eligible to continue into the major at the senior institution.

8. Transfer of courses taken in other associate degree programs

Upon admission to another public two-year institution or to a public university, a community college student who was enrolled in an Associate in Applied Science (AAS) or Associate in Fine Arts (AFA) degree program and who satisfactorily completed the courses with a grade of "C" or better in all courses that are designated for college transfer will receive credit for those courses. AAS or AFA students completing courses designated Universal General Education Transfer Component will receive equivalent general education course credit for those courses at the receiving institution. For courses not designated as Universal General Education Transfer Component, the receiving institution will determine whether the course will count as general education or pre-major/elective credit. Students in these programs who transfer must meet the general education requirements of the receiving institution.
Articulation of Associate in Fine Arts or Associate in Applied Science degree programs may be handled on a bilateral articulation agreement basis rather than on a state-wide basis. Under bilateral agreements, individual universities and one or more community colleges may join in a collaborative effort to facilitate the transfer of students from AFA or AAS degree programs to baccalaureate degree programs.

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

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

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

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

10. Transfer of Advanced Placement (AP) course credit

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

B. Impact of the CAA on other articulation agreements

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

C. Compliance Procedures

The Transfer Advisory Committee (TAC) is charged with ensuring compliance of institutional policies and practices regarding the CAA. To that end, a TAC Review Team, comprised of one UNC representative and one community college representative, will survey and review the institutional transfer credit policies and procedures of two UNC institutions per quarter. The TAC will report the findings to UNC-General Administration and the North Carolina Community College System Office.
D. **Students enrolled prior to Fall Semester 2016**

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

Originating Legislation

HB 739 and SB 1161

GENERAL ASSEMBLY OF NORTH CAROLINA
1995 SESSION
RATIFIED BILL

CHAPTER 287
HOUSE BILL 739

AN ACT TO SIMPLIFY THE TRANSFER OF CREDIT BETWEEN NORTH CAROLINA INSTITUTIONS OF HIGHER EDUCATION.

Section 1. The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall develop a plan for the transfer of credits between the institutions of the North Carolina Community College System and between the institutions of the North Carolina Community College System and the constituent institutions of The University of North Carolina. The Board of Governors and the State Board of Community Colleges shall make a preliminary report to the Joint Legislative Oversight Committee on Education prior to March 1, 1996. The preliminary report shall include a timetable for the implementation of the plan for the transfer of credits.

Sec. 2. It is the intent of the General Assembly to review the plan developed by the Board of Governors and the State Board of Community Colleges pursuant to Section 1 of this act and to adopt a plan prior to July 1, 1996, for the transfer of credits between the institutions of the North Carolina Community College System and between the institutions of the North Carolina Community College System and the constituent institutions of The University of North Carolina.

Sec. 3. The State Board of Community Colleges shall implement a common course numbering system, to include common course descriptions, for all community college programs by June 1, 1997. A progress report on the development of the common course numbering system shall be made to the Joint Legislative Oversight Committee on Education by March 1, 1996.

Sec. 4. This act is effective upon ratification.

In the General Assembly read three times and ratified this the 19th day of June, 1995.

Dennis A. Wicker
President of the Senate

Harold J. Brubaker
Speaker of the House of Representatives
AN ACT TO IMPLEMENT THE RECOMMENDATION OF THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE TO IMPLEMENT AND MONITOR THE PLAN FOR THE TRANSFER OF CREDITS BETWEEN NORTH CAROLINA INSTITUTIONS OF HIGHER EDUCATION.

Whereas, it is in the public interest that the North Carolina institutions of higher education have a uniform procedure for the transfer of credits from one community college to another community college and from the community colleges to the constituent institutions of The University of North Carolina; and

Whereas, the Board of Governors of The University of North Carolina and the State Board of Community Colleges have developed a plan for the transfer of credits between the North Carolina institutions of higher education; and

Whereas, the General Assembly continues to be interested in the progress being made towards increasing the number of credits that will transfer and improving the quality of academic advising available to students regarding the transfer of credits; Now, therefore,

Section 1. The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall develop a plan to provide students with accurate and understandable information regarding the transfer of credits between community colleges and between community colleges and the constituent institutions of The University of North Carolina. The plan shall include provisions to increase the adequacy and availability of academic counseling for students who are considering a college transfer program. The Board of Governors and the State Board of Community Colleges shall report on the implementation of this plan to the General Assembly and the Joint Legislative Education Oversight Committee by January 15, 1997.

Sec. 2. The Board of Governors and the State Board of Community Colleges shall establish a timetable for the development of guidelines and transfer agreements for program majors, professional specializations, and associate in applied science degrees. The Board of Governors and the State Board of Community Colleges shall submit the timetable and report on its implementation to the General Assembly and the Joint Legislative Education Oversight Committee by January 15, 1997.

Sec. 3. The State Board of Community Colleges shall review its policies and rules and make any changes in them that are necessary to implement the plan for the transfer of credits, including policies and rules regarding the common course numbering system, Combined Course Library, reengineering initiative, and the system wide conversion to a semester-based academic year. The necessary changes shall be made in order to ensure full implementation by September 1, 1997.

Sec. 4. This act is effective upon ratification.

In the General Assembly read three times and ratified this the 21st day of June, 1996.

Dennis A. Wicker
President of the Senate

Harold J. Brubaker
Speaker of the House of Representatives
Appendix B

Purpose and History (1997-2014)

I. Purpose

The CAA was developed jointly by faculty and administrators of the North Carolina Community College System and The University of North Carolina based on the proposed transfer plan approved by both governing boards in February 1996.

The provisions of the originating legislation are consistent with the strategic directions adopted by The University of North Carolina Board of Governors, the first of which is to "expand access to higher education for both traditional and non-traditional students through...uniform policies for the transfer of credit from community colleges to constituent institutions...development of electronic information systems on transfer policies, off-campus instruction, and distance education...[and] increased collaboration with other education sectors...." Similarly, the State Board of Community Colleges has established the education continuum as one of seven critical success factors used to measure the performance of programs consistent with the workforce development mission of the North Carolina Community College System. College-level academic courses and programs have been a part of the mission and programming of the North Carolina Community College System from its inception in 1963.

The Board of Governors and the State Board of Community Colleges are committed to further simplifying the transfer of credits for students and thus facilitating their educational progress as they pursue associate or baccalaureate degrees within and among public post-secondary institutions in North Carolina.

II. History

The two Boards approved a "Proposed Plan to Further Simplify and Facilitate Transfer of Credit Between Institutions" at their meetings in February 1996. This plan was submitted as a preliminary report to the Joint Legislative Education Oversight Committee in March 1996. Since that time, significant steps have been taken toward implementation of the transfer plan. At their April 1996 meetings, the Boards appointed their respective sector representatives to the Transfer Advisory Committee to direct, coordinate, and monitor the implementation of the proposed transfer plan. The Transfer Advisory Committee membership is listed in Appendix D.

Basic to the work of the Transfer Advisory Committee in refining transfer policies and implementing the transfer plan has been the re-engineering project accomplished by the North Carolina Community College System, especially common course names, numbers, credits, and descriptions. The Community College Combined Course Library includes approximately 3,800 semester-credit courses written for the associate degree, diploma, and certificate programs offered in the system. Colleges select courses from the Combined Course Library to design all curriculum programs.

Of approximately 700 arts and sciences courses within the Combined Course Library, the faculty and administrators of the community colleges recommended approximately 170 courses as appropriate for the general education transfer core. The Transfer Advisory Committee then convened a meeting on May 28, 1996, at which six University of North Carolina faculty in each of ten general education
discipline areas met with six of their professional counterparts from the community colleges. Through a very useful and collegial dialog, these committees were able to reach consensus on which community college courses in each discipline were acceptable for transfer to University of North Carolina institutions as a part of the general education core. This list of courses was distributed to all University of North Carolina and community college institutions for their review and comments. Considering the recommendations of the general education discipline committees and the comments from the campuses, the Transfer Advisory Committee established the list of courses that constitutes the general education transfer core. This general education core, if completed successfully by a community college student, is portable and transferable as a block across the community college system and to all University of North Carolina institutions.

With the establishment of the general education core as a foundation, joint academic disciplinary committees were appointed to draw up guidelines for community college curricula that will prepare students for intended majors at University of North Carolina institutions. Each committee consisted of representatives from each UNC institution offering such major programs and eight to ten representatives from community colleges. The Transfer Advisory Committee distributed the pre-majors recommended by the faculty committees to all University of North Carolina and community college institutions for their review and comments. Considering the faculty committee recommendations and the campus comments, the Transfer Advisory Committee established pre-majors which have significant numbers of transfers from the community colleges to the University of North Carolina institutions.

The special circumstances surrounding transfer agreements for associate in applied science programs, which are not designed for transfer, require bilateral rather than statewide articulation. Special circumstances include the different accreditation criteria for faculty in transfer and non-transfer programs, the different general education requirements for transfer and non-transfer programs, and the workforce preparedness mission of the technical/community college AAS programs.

A major element in the proposed transfer plan adopted by the two boards in February 1996 is the transfer information system. Simultaneously with the work being done on the general education and professional specialization (major) components of the transfer curriculum, the joint committee on the transfer information system laid out a plan, approved by the Boards of The University of North Carolina and the North Carolina Community College System, "to provide students with accurate and understandable information regarding the transfer of credits...[and] to increase the adequacy and availability of academic counseling for students who are considering a college transfer program." In addition to the printed publications currently being distributed to students, transfer counselors, admissions directors, and others, an electronic information network provides (1) electronic access to the articulation database which will include current transfer policies, guidelines, and on-line catalogs for public post-secondary institutions; (2) computerized common application forms, which can be completed and transmitted electronically along with transcripts and other education records; and (3) an electronic mail network for transfer counselors and prospective transfer students. Access to the e-mail network is available in the transfer counselors' offices and other selected sites on campuses.

The final element of the transfer information system is the Transfer Student Academic Performance Report. This report, recently refined with suggestions from community college administrators, is sent annually to each community college and to the State Board of Community Colleges. These data permit the rational analysis of transfer issues and are beneficial to
students and to educational and governmental decision-makers. This performance report provides the important assessment component necessary for evaluating and improving the transfer process.
Appendix C

Transfer Advisory Committee Procedures

Because articulation between the North Carolina Community College System and The University of North Carolina is a dynamic process, occasional modifications to the CAA may be necessary. These modifications may include the addition, deletion, and modification of courses on the transfer list, addition and revision of pre-majors, and changes in course designation from general education to electives. The TAC will receive requests for modification only upon the recommendation of the chief academic officer of the NCCCS or UNC. Additions, deletions, and modifications may be subject to faculty review under the direction of the TAC. Because the modification process involves faculty and administrative review, this process may require up to 12 months for final action.

Course work detailed under the CAA general education transfer core or under approved pre-majors will be accepted as agreed upon. Questions arising over the use of electives in meeting institution-specific graduation requirements may be appealed to the chief academic officer of the receiving institution.

Procedure to Recommend Revision to the Transfer Course List

Occasional revisions to the list of community college courses approved for transfer are necessary. Consequently, the following procedures will be used to recommend that specific revisions be made to the CAA.

Revised Status of Course
Pre-Major/Elective Course Status to General Education Core Course Status

Courses already identified on the list of approved transfer courses as pre-major/electives will be recommended as general education transfer core courses following this procedure:

1. The Chief Academic Officer (CAO) of any subscribing institution submits a written request for a change in course status to the CAO of the respective system. The request should include the rationale for the revised status.

2. The system CAO then submits the request for action to the Transfer Advisory Committee (TAC) thirty days prior to the TAC meeting.

3. The TAC reviews the request. Any member of the TAC may request that a course be referred to the Faculty Review Committee. For all courses that are approved unanimously, the committee records their action and rationale of action.

4. The North Carolina Community College System Office will distribute notification of action taken to the requesting college or to the entire North Carolina Community College System, if applicable. The UNC General Administration will distribute notice of actions as appropriate to its campuses.
Addition/Deletion of Courses on Transfer List

Because of accrediting issues and/or substantial impact of college transfer programs system-wide, courses in the Combined Course Library that are not on the transfer list will be recommended for inclusion or courses that are on the transfer list and that will be recommended for deletion will use the following process:

1. The CAO of any subscribing institution submits a written request to the CAO of the respective system for the addition of a course to the transfer list either as a pre-major/elective or as a general education core course or the removal of a course from the list.

2. The NCCCS Office acts on a community college request by soliciting a response from all community colleges approved to offer the course, and a two-thirds favorable response is required for the change to be pursued. The CAO at UNC may seek input from its respective campuses as he/she deems appropriate.

3. The system CAO then submits the request for action to the TAC thirty days prior to the TAC meeting.

4. The TAC reviews the request. Any member of the TAC may request that a course be referred to the Faculty Review Committee. For all courses that are approved unanimously, the committee records their action and rationale of action.

5. The NCCCS Office will distribute notification of action taken to the requesting college or to the entire North Carolina Community College System, if applicable. The UNC General Administration will distribute notice of actions as appropriate to its campuses.

Addition of a new course from the Combined Course Library (CCL) to the Transfer Course List

Colleges often respond to their community needs by proposing the addition of new courses from the CCL. When these proposed courses are intended to be used in Associate in Arts (AA), Associate in Science (AS) or Associate in Fine Arts (AFA) programs, the following process should be used:

1. The CAO of a community college submits a written request to the Senior Vice President of Academic and Student Services for the addition of a new course to the CCL. This request should also indicate that the proposed course should be considered for addition to the Transfer Course List.

2. The NCCCS Office staff prepares the request of the addition of the CCL course for the review by the Curriculum Review Committee (CRC).

3. The CRC will decide if the course is appropriate as an addition for the CCL.

4. If the CRC’s action is favorable, the Senior Vice President of Academic and Student Services will submit the request for action to the TAC thirty days prior to the TAC meeting.
5. The TAC reviews the request. Any member of the TAC may request that a course be referred to the Faculty Review Committee. For all courses that are approved unanimously, the committee records their action and rationale of action.

6. If the CRC approves the addition of the new course to the CCL but the TAC does not approve the addition of the course to the Transfer Course List, then the course will be designated for AAS use only or removed from the CCL depending on the intent of the initial request.

7. The North Carolina Community College System Office will distribute notification of action(s) taken to the requesting college or to the entire North Carolina Community College System, if applicable.

The Faculty Review Process

Any member of the TAC may request that a course under consideration be forwarded to the Faculty Review Committee. The Faculty Review Committee will be asked to review the course and the proposed action.

1. The Faculty Review Committee will consist of the following representatives:
   a. 3 UNC faculty members
   b. 3 NCCCS faculty members

2. Representation across all the general education core areas including, but not limited to: English; humanities/fine arts; natural sciences and mathematics; and social/behavioral sciences.

3. Appointments to the committee will be for three years but may be renewed.

4. The Faculty Review Committee will receive a request to review a course(s) from the assigned representative(s) of the TAC within one week of the TAC meeting where the request was made.

   Faculty will be asked to forward their comments, suggestions, and recommendations to one faculty representative from each sector. These three faculty members will then forward a composite report and recommendation to the assigned representative(s) of the TAC prior to the next scheduled TAC meeting.

   The assigned representative(s) of the TAC will report the results of the Faculty Review Committee at the next TAC scheduled meeting for action.

   Approval of the requested action will require a majority of the TAC members.
Appendix D
Associate in Arts and Associate in Science Curriculum Standards

Associate in Arts

General Education - 45 SHC

Universal General Education Transfer Component*

*All General Education Transfer Component Courses will transfer for equivalency credit.

**English Composition (6 SHC)**
- ENG 111 Expository Writing (3 SHC)
- ENG 112 Argument-Based Research* (3 SHC)
  * Possible course title revision forthcoming

**Humanities/Fine Arts (9 SHC)**
- ART 111 Art Appreciation (3 SHC)
- ART 114 Art History Survey I (3 SHC)
- ART 115 Art History Survey II (3 SHC)
- ENG 231 American Literature I (3 SHC)
- ENG 232 American Literature II (3 SHC)
- MUS 110 Music Appreciation (3 SHC)
- MUS 112 Introduction to Jazz (3 SHC)
- PHI 215 Philosophical Issues (3 SHC)
- PHI 240 Introduction to Ethics (3 SHC)

**Social/Behavioral Sciences (9 SHC)**
- ECO 251 Principles of Microeconomics (3 SHC)
- ECO 252 Principles of Macroeconomics (3 SHC)
- HIS 111 World Civilizations I (3 SHC)
- HIS 112 World Civilizations II (3 SHC)
- HIS 131 American History I (3 SHC)
- HIS 132 American History II (3 SHC)
- POL 120 American Government (3 SHC)
- PSY 150 General Psychology (3 SHC)
- SOC 210 Introduction to Sociology (3 SHC)

**Mathematics (3-4 SHC)**
- MAT 143 Quantitative Literacy (3 SHC) *(New)*
- MAT 152 Statistical Methods (4 SHC) *(New)*
Natural Sciences (4 SHC)
AST 111/111A Descriptive Anatomy (3 SHC) and Lab (1 SHC)
AST 151/151A General Astronomy I (3 SHC) and Lab (1 SHC)
BIO 110 Principles of Biology (4 SHC)
BIO 111 General Biology I (4 SHC)
CHM 151 General Chemistry I (4 SHC)
GEL 111 Introductory Geology (4 SHC)
PHY 110/110A Conceptual Physics (3 SHC) and Lab (1 SHC)

Additional General Education Hours (13-14 SHC)
Select an additional 13-14 SHC of courses from courses classified as general education within the Comprehensive Articulation Agreement.

Total General Education Hours Required: 45

Other Required Hours (15 SHC)

Academic Transition (1 SHC)*
ACA 122 College Transfer Success (1 SHC)
*Students must complete 15 SHC prior to enrolling in ACA 122

Select 14 SHC of courses from courses classified as pre-major, elective, or general educations courses within the Comprehensive Articulation Agreement. (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.)

Colleges may add one additional semester hour of credit in a 61 SHC associate in arts program of study for Work-Based Learning or Academic Student Success (other than ACA 122). The transfer of this hour is not guaranteed.

Total Associate in Arts Semester Hours Credit (SHC): 60-61
Associate in Science

General Education - 45 SHC

Universal General Education Transfer Component*
*All General Education Transfer Component Courses will transfer for equivalency credit.

English Composition (6 SHC)
ENG 111 Expository Writing (3 SHC)
ENG 112 Argument-Based Research* (3 SHC)
* Possible course title revision forthcoming

Humanities/Fine Arts (6 SHC)
ART 111 Art Appreciation (3 SHC)
ART 114 Art History Survey I (3 SHC)
ART 115 Art History Survey II (3 SHC)
ENG 231 American Literature I (3 SHC)
ENG 232 American Literature II (3 SHC)
MUS 110 Music Appreciation (3 SHC)
MUS 112 Introduction to Jazz (3 SHC)
PHI 215 Philosophical Issues (3 SHC)
PHI 240 Introduction to Ethics (3 SHC)

Social/Behavioral Sciences (6 SHC)
ECO 251 Principles of Microeconomics (3 SHC)
ECO 252 Principles of Macroeconomics (3 SHC)
HIS 111 World Civilizations I (3 SHC)
HIS 112 World Civilizations II (3 SHC)
HIS 131 American History I (3 SHC)
HIS 132 American History II (3 SHC)
POL 120 American Government (3 SHC)
PSY 150 General Psychology (3 SHC)
SOC 210 Introduction to Sociology (3 SHC)

Mathematics 4 SHC
MAT 172 Precalculus Trigonometry (4 SHC)
MAT 263 Brief Calculus (4 SHC)
MAT 271 Calculus I (4 SHC)
Natural Sciences (8 SHC)
AST 151/151A General Astronomy I (3 SHC) and Lab (1 SHC)
BIO 110 Principles of Biology (4 SHC)
BIO 111 General Biology I (4 SHC)
CHM 151 General Chem. I (4 SHC) and CHM 152 General Chem. II (4 SHC)
GEL 111 Introductory Geology (4 SHC)
PHY 110 Conceptual Physics (3 SHC) and PHY 110A (1 SHC)
PHY 151 College Physics I (4 SHC) and PHY 152 College Physics II (4 SHC)
PHY 251 General Physics I (4 SHC) and PHY 252 General Physics II (4 SHC)

Additional General Education Hours (15 SHC)
Select an additional 15 SHC of courses from courses classified as general education within the Comprehensive Articulation Agreement.

Total General Education Hours Required: 45

Other Required Hours (15 SHC)

Academic Transition (1 SHC)*
ACA 122 College Transfer Success (1 SHC)
*Students must complete 15 SHC prior to enrolling in ACA 122

Select 14 SHC of courses from courses classified as pre-major, elective, or general educations courses within the Comprehensive Articulation Agreement. (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.)

Colleges may add one additional semester hour of credit in a 61 SHC associate in arts program of study for Work-Based Learning or Academic Student Success (other than ACA 122). The transfer of this hour is not guaranteed.

Total Associate in Science Semester Hours Credit (SHC): 60-61
Appendix E

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Appendix F

Transfer Credit Appeal Procedure
Pre-majors

The AA and AS standards can be located at:
http://www.northcarolina.edu/content.php/assessment/reports/student_info/caa.htm
Appendix H

Transfer Course List

*The Transfer Course List can be located at:*
Resolution on System-wide Core Competencies
Approved by the UNC Faculty Assembly
October 25, 2013

Whereas, the five-year strategic plan, “Our Time, Our Future: The UNC Compact with North Carolina” has defined as a major priority the implementation of system-wide assessments of academic core competencies; and

Whereas, the UNC Strategic Directions General Education Council has, after considered deliberation, recommended Critical Thinking and Written Communication as system-wide core competencies most appropriate for assessment; and

Whereas, the Faculty Assembly has resolved that the University of North Carolina, under the imprimatur of its constitutive faculty, must offer a general comprehensive education (as articulated in Resolution 2012-06); and

Whereas, the Faculty Assembly has also resolved that an effective curriculum is essential to the development of critical skills necessary for students to become productive citizens and leaders of North Carolina, and that faculty recognize these core competencies as vital to student success (as articulated in Resolution 2012-07); and

Whereas, the core competencies of Critical Thinking and Written Communication are widely recognized by faculty as expressions of a general comprehensive education and as fundamental requirements for successful mastery in all academic disciplines; and

Whereas, economic leaders in North Carolina and nationwide agree that Critical Thinking and Written Communication are fundamental to career success as cited in the Listening Sessions Summary (Strategic Directions Initiatives 2013-2018, Appendices) and

Whereas, our regional accrediting agency, the Southern Association of Colleges and Schools (SACS), periodically and comprehensively examines and affirms the quality of educational programs and requires that the institution place primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty;

Therefore, Be It Resolved That the Faculty Assembly endorses the General Education Council’s choice of Critical Thinking and Written Communication as two system-wide core competencies for the UNC system; and

Be It Further Resolved That all core competencies adopted by the UNC system must be approved by the faculty of the constituent institutions on their respective campuses as required by their responsibilities for curricular matters; and

Be It Further Resolved That the faculty at the constituent institutions must have primary responsibility for the development and administration of assessment instruments consistent with the missions of their respective campuses.
System-wide Core Competencies: Recommendation to the General Education Council
from the Subcommittee on Core Competencies (10/16/2013)
Approved by the GEC: 10/17/2013

The Core Competencies Subcommittee of the General Education Council (GEC) was charged to propose a set of core competencies that may be shared across the system. This report presents those recommendations and briefly discusses the committee’s deliberative process.

For this discussion, core competencies were defined as the desired skills or behaviors developed from the beginning of a student’s general education through completion of the undergraduate degree. Core competencies include skills and behaviors such as writing, thinking, and problem solving that are not discipline-specific. Disciplinary knowledge areas, such as humanities, social sciences, math and science, although important to general education, were deemed different than competencies. As such, specific content knowledge areas were not considered for inclusion in the set of core competencies.

The work of the Core Competencies Subcommittee was aided by review of the General Education programs across the constituent institutions; several recent articles on learning outcomes, competencies, and general education; and the report of the Faculty Advisory Council (FAC), “Our University, Our Future: A Faculty Vision for UNC Strategic Directions.”

From this review, the subcommittee observed that there is much overlap between the literature on core competencies and the general education outcomes currently sought across the system. As employers and professional schools have called for more college graduates skilled in writing, problem solving and critical thinking, similar emphases have emerged on the UNC campuses.

In addition, it was noted that each campus approaches the development of competencies through widely diverse general education and upper division across-the-curriculum frameworks. Each campus’s approach is designed to support the institution’s specific mission and goals. The subcommittee believes that it is important for each campus to retain its flexibility in approach to their students’ educations and that doing so will not hinder the identification of a set of core competencies to be shared across the UNC system.

The subcommittee therefore turned its attention to identifying a set of core competencies for discussion. The review of the literature, coupled with an analysis of the campus-based general education programs, revealed that the variety of competencies necessary for success in the 21st century global knowledge-based economy is enormous and ranges from basic writing and reading skills to behaviors such as teamwork and intercultural competence. In an effort to narrow the focus, the committee considered the work of the FAC, which highlighted the similarities of core competencies across the system. The list of potential core competencies that emerged from the subcommittee’s review correlates well with employer surveys as well as the literature on best practices and outcomes for general education. These competencies include the following:

1. Critical Thinking
2. Critical Reading
3. Written Communication
4. Oral Communication
5. Information Literacy
6. Creative Thinking
7. Global Learning
In a survey conducted in September 2013, faculty from across the system were asked to review these seven competencies and to rank their top three choices for system-wide core competencies. The faculty were also offered an opportunity to write in alternative choices for their top three rankings. Almost three-thousand faculty members (including faculty from all 17 campuses) responded to the survey. The majority of the respondents were tenured and tenure-track faculty, although responses were also obtained from non-tenure-track faculty, administrators, and academic support staff.

*Critical Thinking and Written Communication* were the respondents’ clear top choices for system-wide competencies (see graph, below). All other competencies received significantly lower numbers of votes. Moreover, among the more than 900 written responses to the survey’s open-ended request for comments and/or additional suggested competencies, critical thinking and written communication received the most comments. Many respondents emphasized the need to ensure that our graduates can write clearly and persuasively and linked this necessity to the needs of today’s employers. Similarly, critical thinking was endorsed as a essential 21st century skill. Again, many of the comments were linked to today’s global knowledge-based economy.

![Competency Graph](image)

The survey, which garnered 2822 responses (58% tenured and tenure-track faculty, 22% non-tenure-track faculty, 6% academic administrator, and 8% academic staff) from across the UNC system, clearly identified *Critical Thinking and Written Communication* as the competencies to recommend for the system-wide core.

The subcommittee supports the survey results and recommends the adoption of *Critical Thinking and Written Communication as core competencies for UNC system institutions*. We have several reasons for this recommendation.

First, the subcommittee recognizes that critical thinking and written communication already exist as campus-wide learning goals on each of the UNC campuses. For example, at UNC Wilmington a major general education goal is that all “students will integrate multiple methods and perspectives to critically examine complex problems” and at UNC Greensboro general education “provides students with the foundational knowledge, skills, and values necessary to be critical and creative thinkers.” In terms of written communication, UNC Chapel Hill considers “the ability to communicate effectively” a “foundational” skill that must be achieved by all students. Fayetteville State University requires all students to “comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication” and to “assemble original written and spoken communications that display appropriate organization, clarity, and documentation for a given purpose and

General Educational Council
System-wide Core Competencies Recommendation, page 2 of 3
audience.” And, on several UNC campuses, the importance of written communication is evident in cross-disciplinary writing programs that extend beyond traditional lower division general education programs and into upper-division and disciplinary offerings. Similar statements of the importance of critical thinking and written communication can be found on the websites of all 17 campuses. Thus, it is clear that the UNC institutions already hold these two competencies as essential to an undergraduate education.

Second, both critical thinking and written communication can be realized through a myriad of courses and subject matter, thus allowing for diverse methods of implementation across various general education and across-the-curriculum programs within the system. Consider that the AAC&U defines critical thinking as “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.” Courses in disciplinary areas across the campuses can and do develop students’ competency in critical thinking. Similar observations can be advanced for written communication. The AAC&U Value Rubric describes written communication as “the development and expression of ideas in writing .... [that] can involve working with many different writing technologies, and mixing texts, data, and images...” and reminds us that “written communication abilities develop through iterative experiences across the curriculum.” Again, there is much evidence that campuses are already invested in a variety of writing-across-the-curriculum programs that include assignments such as laboratory reports in the sciences, response papers in the humanities and social science courses, and capstone project reports in many disciplines.

The selection of Critical Thinking and Written Communication as system-wide competencies will allow campuses to retain and enhance their in-place mission- and constituency-specific writing and critical thinking curricula and to retain the autonomy to complement these core competencies with other skills and knowledge relevant to the campus mission and goals. The subcommittee reiterates that the expanse of competencies relevant for personal and professional success is great. However, how such competencies correlate with other campus-specific goals is varied. Some UNC campuses are engaged more heavily in sustainability, for example, while others are focused on globalization. Adopting two system-wide core competencies allows the campuses to customize their general education curricula and focus while advancing the UNC goal.

Finally, on a purely practical note, the subcommittee believes that adopting two system-wide competencies will result in a much more manageable assessment task than would the adoption of a longer list of competencies. As is mandated in the charge of the GEC, system-wide assessment of these core competencies will be necessary. The subcommittee is confident that identifying and implementing assessment strategies for a core of two strong and clearly important competencies, while not trivial, is a task that our campuses can achieve. A first step in this process is clearing defining the selected competencies. The Core Competencies Subcommittee of the GEC will recommend UNC system-specific definitions and subcomponent lists for the Critical Thinking and Written Communication competencies by the end of November 2013.