

University of North Carolina Charlotte

Revised/New Undergraduate

Course and Curriculum Proposal from the University College Faculty Council



UNC CHARLOTTE

**LONG FORM**

**COURSE AND CURRICULUM PROPOSAL**

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To: Dr. Kim Harris, Chair  
From: Dr. Cliff Scott, Chair of the University College Faculty Council  
Date: 8 October 2015  
Re: Revisions to the UNC Charlotte General Education curriculum

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Changes to the General Education Requirements:  
First Year Writing and Liberal Studies

## **II. CONTENT**

### **A. Summary:**

The UCFC proposes to create two new courses and to rewrite the first year writing (FYW) and LBST requirements in the general education curriculum in order to create a more integrated curriculum that will develop students' ability to think critically and communicate effectively while still providing the breadth traditionally associated with the general education experience. The revised FYW/LBST requirements will consist of the following courses:

- One first year writing course – either UWRT 1103 (3 credits) or URWT 1104 (4 credits).
  - UWRT 1103 is an existing course.

- UWRT 1104, a new course, has the same face-to-face curriculum as UWRT 1103 but adds a writing studio (delivered on-line) that gives less well prepared students more opportunity to practice.
- Placement into 1103 will be determined with reference to appropriate pre-enrollment indicators of writing ability.
- Three ‘regular’ LBST courses, one of which must be an LBST 110X (Arts and Society) and the remaining two of which can be chosen from LBST 2101 (Western Culture and Historical Awareness), LBST 2102 (Global and Intercultural Connections), and LBST 221X (Ethical and Cultural Critique).
- One LBST Critical Thinking and Communication (CTC) course, LBST 2301, also a new course. Unlike other LBST courses, LBST 2301 does not have a specific content area focus. Rather it is designed to develop critical thinking and communication skills and provide a ‘capstone’ experience for this part of the general education curriculum.  
NOTE: Other general education requirements – mathematics and logical reasoning, natural sciences, social sciences, and writing intensive and oral communication are NOT being changed.

## **B. JUSTIFICATION**

### **1. Need:**

This proposal reflects the recommendations made by a faculty taskforce that was charged to examine the general education curriculum. The original General Education Taskforce (Spring 2014) was formed to address questions emerging out of a 10<sup>th</sup> year review of the general education curriculum, but it also was charged to address a discussion on core competencies originating in a UNC System General Education Committee. As the scope of the curriculum changes being considered by the original Taskforce became clear, the group was enlarged and given a new charge in Fall 2014. The recommendation of the Taskforce (1 October 2015) came to the UCFC, since that faculty committee has responsibility for the general education curriculum.

The members of the General Education Taskforce, and members of the UCFC, believe that UNC Charlotte’s general education requirements must be restructured so that the curriculum provides students with an explicit, structured pathway that will develop two core competencies: critical thinking and communication. The key word here is ‘develop’ since that implies that the curriculum is intentionally designed to foster improvement over time. It is for that reason that the changes being proposed explicitly link the curriculum in FYW courses with a sophomore-level critical thinking and communication course, LBST 2301. Both the Taskforce and UCFC hope that departments will build on the foundation provided in the new general education curriculum by integrating critical thinking and communication competencies into upper division coursework in the major.

Introducing a philosophy of ‘competencies’ is a significant, but necessary, change in UNC Charlotte’s general education program. The University’s current curriculum is based on a ‘distribution’ philosophy. The requirements ensure that students get exposure to different fields of thought and ways of knowing, but there is no sense that the general

education curriculum builds towards any overarching skills. Exposure to different ways of knowing is an important element of a college education (and it is maintained in the proposed curriculum). However, given conversations at both the state and national level about the value of a college degree, the UCFC believes that our general education curriculum needs to incorporate, at least in part, a competencies approach and the developmental arc it implies.

Implementing a competencies approach in the general education requirements for FYW and LBST involves three changes. The first, and most important, concerns First Year Writing. Currently, the FYW requirement is the only part of the lower division general education curriculum that formally addresses written communication skills. In the past few years all three UWRT courses have been redesigned by University Writing Programs faculty to reflect best practices emerging out of research into how students learn how to write. However, that research also clearly shows that the ‘inoculation’ model implicit in our current curriculum is flawed. We cannot expect students to ‘learn to write’ in one course or pair of courses they take in their freshman year. Rather, we need to reposition the FYW course as first step in a curriculum that intentionally furthers the development of communications skills. The proposed curriculum delivers that experience in LBST 2301.

The second change concerns the addition of critical thinking as a general education outcome. UNC Charlotte’s current general education curriculum does not explicitly address critical thinking. This is not to say that critical thinking is not being taught; rather it suggests the need to articulate to students and other stakeholders that critical thinking skills are important. In its report, the General Education Taskforce frames critical thinking in fairly broad terms: the ability to pose questions, to explore and evaluate evidence relevant to those questions, and to analyze / synthesize findings in order to generate conclusions.

The third change in the curriculum is more mundane. The LBST requirements in the current curriculum are designed to ensure that students get some exposure to four broadly defined thematic areas. However, in order to ensure that the new curriculum is clear, the new LBST 2301 course will not have a thematic focus. Faculty teaching LBST 2301 will choose the content for their class in order to best complement the courses’ primary purpose which is to further develop students’ critical thinking and communication skills. Because it is not practicable to expand the total number of general education credits required, the UCFC accepts the Taskforce’s recommendation that in addition to LBST 2301, all students be required to take LBST 110X (Arts and Society) and that they then **choose** any two of the remaining 2000-level LBST courses – LBST 2101 (Western Culture and Historical Awareness), LBST 2102 (Global and Intercultural Connections, or LBST 221X (Ethical and Cultural Critique). The UCFC also concurs with the Task Force’s conclusions to require LBST 110X (Arts & Society) of all students, as not doing so would likely result in a large number of students acquiring bachelor’s degrees with no coursework in the arts.

## **2. Course requirements:**

### **a. Pre-requisites**

- UWRT 1103: UWRT 1103 is designed for students whose high school record suggests that they are better prepared. Placement into UWRT 1103 will be based on some combination of high school GPA and SAT scores. The University Writing Programs faculty have recommended that the threshold for placement into UWRT

1103 should be set so that between a third and a quarter of the freshman class will be eligible.

- LBST 2301. LBST 2301 will have a prerequisite of sophomore standing AND a C or better in UWRT 1103 or UWRT 1104. These prerequisites ensure that students take the LBST 2301 course after they have completed FYW. It is likely that students will take LBST 2301 after completing most of not all of their other LBST courses but implementing a specific rule to ensure that trajectory is impractical.

b. Transfer

Given UNC Charlotte's large transfer population, the General Education Taskforce was specifically charged to consider how to handle transfer credit. The current practice is to be very generous with transfer equivalencies, particularly as regards the LBST requirements. Members of the Taskforce, however, feel that if the proposed curriculum will indeed have the benefits expected, then transfer students should not be exempted. The UCFC recommends, therefore, that with the exception of AA and AS degree holders (who are exempt from lower level general education requirements) all transfer students should be required to take LBST 2301. In addition, it recommends that students who only have credit for the first course in a two-course FYW sequence (the equivalent of UWRT 1101) be required to take UWRT 1103 at UNC Charlotte.

**3. Course numbering:**

The two new courses proposed have numbers appropriate for the level of academic work required. UWRT 1104 is an entry-level class for new freshmen. LBST 2213 is a sophomore level course.

**4. Improvement:**

The UCFC expects several benefits from the proposed curriculum.

- As noted, the intentional scaffolding of skill development between UWRT 1103/04 and LBST 2213 fulfills best practices indicated by research on how students learn to communicate effectively. Specifically, students will take a first year writing course that introduces key skills and later take a course that requires them to further develop communication skills in the context of learning to think critically about a specific course topic.
- The addition of a formally defined critical thinking outcome in the general education curriculum will focus both students' and faculty's attention on this core competency.
- The creation of LBST 2213, which will be taught by disciplinary faculty from across the university, will signal to students that communication is a fundamental and universal aspect of the learning process and not something one only does in 'special' courses. In addition, because a relatively large number of faculty from across the University will teach LBST 2301, there will be more opportunities for collaboration and integration of curricula to support the students' acquisition of communication skills.

- The requirement that full time faculty teach the LBST 2301 course and the limit on class size will increase the participation of full time faculty in the general education curriculum.

The UCFC is aware that the proposed curriculum appears to decrease the writing requirements in general education, but this is not the case. In the first place, about 50% of new freshmen are currently placed into UWRT 1103. Those students take only one FYW course, and they do not get their writing skills reinforced in any formal or structured way until they take writing intensive courses in the upper division. UWRT 1103 is one of the two FYW courses in the proposed curriculum, but students who take UWRT 1103 will also take LBST 2301. The students who are not placed into UWRT 1103 currently take two FYW courses (1101 and 1102). In the new curriculum these students will still be taking two courses that address writing: UWRT 1103 or 1104 and LBST 2301. Finally, it is worth noting that the UCFC is recommending that placement rules be established so that approximately 75% of new students are placed into UWRT 1104. UWRT 1104 combines the face-to-face curriculum of UWRT 1103 with an online writing studio (hence the additional credit) to ensure that less well prepared students have the opportunity to practice their writing skills. The recommendation that 75% of students be placed into UWRT 1104 marks a change from the current placement process. On average about 50% of new freshmen are being placed into UWRT 1103 (the one semester course), so the proposed requirement places more students into the more intensive writing sequence.

## **5. Previous Offerings**

UWRT 1104 is being offered in Fall 2015 and will be offered in Spring 2016 in several pilot sections. The faculty in University Writing Programs has developed the online modules for the writing studio and are testing the effectiveness of the new format.

Five faculty members are currently piloting the CTC curriculum in sections of LBST being taught in Fall 2015. These five faculty members have worked closely with colleagues in University Writing Programs as they developed the curriculum.

## **C. IMPACT**

### **1. On Students**

The proposed curriculum will impact virtually all undergraduate students attending UNC Charlotte. The only exception will be transfer students holding the AA/AS degree.

In general terms, the new curriculum requirements will apply only to new students enrolling after the implementation date; current students will be grandfathered under the old rules. However, the specifics of the grandfathering rules will depend on what courses a student has completed at the time the new curriculum goes into effect. The details are as follows:

- a) Continuing Students (students who are in active enrollment status\* when the new curriculum goes into effect)
  - If FYW is completed – Then current requirements apply until graduation. These students must complete the four current LBST requirements.

- IF credit for UWRT 1101 – Then students will have one academic year after the new curriculum goes into effect to complete UWRT 1102. If they do so, they will then need to complete all four ‘regular’ LBST courses before graduating. Students who do not complete their FYW requirement in this period will be moved to the new requirements. This rule is necessary because the expectation is that UWRT 1101 and 1102 will be discontinued.
  - \* “Active Enrollment Status” is defined by the Office of the Registrar to include students who are enrolled for the current semester and students with an enrollment gap of less than one full academic year. Students who have an enrollment gap of more than one year must apply to be readmitted – see below.
- b) New freshmen admitted in the term that the new curriculum becomes effective will be under the new curriculum. Some new freshmen bring transfer credit for FYW courses and the transfer equivalency rules described above will apply.
- c) New transfers admitted in the term that the new curriculum becomes effective
  - If FYW is completed – Then the current requirements apply until graduation. These students must complete the four current LBST requirements.
  - IF credit for UWRT 1101 – Then students will have one academic year after the new curriculum goes into effect to complete UWRT 1102. If they do so, they will then need to complete all four ‘regular’ LBST courses before graduating. Students who do not complete their FYW requirement in this period will be moved to the new requirements. This rule is necessary because the expectation is that UWRT 1101 and 1102 will be discontinued.
- d) New transfer students admitted one year after the new curriculum requirements will be under the new curriculum.

The extended grandfathering window allowed to transfer students is necessary to accommodate students who may have planned to take particular courses before transferring to UNC Charlotte based on the requirements currently in place. The proposal above does not extend that accommodation to new freshmen with transfer credit from AP exams or Early College High School; however, such accommodation may turn out to be appropriate. The proposal to apply the curriculum to new transfer students after one year depends when the University is able to communicate the details of the new curriculum to our community college partners. If the decision to implement is delayed an additional one-year extension may be appropriate.

## **2. On Existing Curricula**

- a) New Courses: the new courses proposed will be offered on a comprehensive schedule: fall and spring semesters, summer, and evenings. Estimates on the numbers of sections of the new courses needed were generated by modeling new freshmen and new transfer enrollments in Fall 2015 vis a vis the factors that determine students’ path through the curriculum. They are as follows:

- UWRT 1103: 65 sections per academic year. This estimate is based on a target of 25% placement for new freshmen students and courses needed by new transfer students how have prior credit for a course.
- UWRT 1104: 130 sections per academic year. This estimate is based on a target of 75% placement for new freshmen and accounts for fall to spring attrition in the freshman class.
- LBST 2301: 168 sections per academic year. This estimate is based on expected retention of new freshmen to the sophomore year and the expected demand from new transfer students who do not transfer with the Associates' degree.

These estimates are based on current enrollments. As enrollments grow, demand will increase proportionally. Every additional 100 students in the freshman class will require approximately 3.5 additional sections of UWRT 1104, 1.1 sections of UWRT 1103, and 2.5 sections of LBST 2301. Every additional 100 additional students in the transfer class requires approximately .5 section of UWRT 1104, 2 sections of UWRT 1103, and 2 sections of LBST 2301.

- b) Existing Courses: The only existing courses impacted by this proposal are in the LBST curriculum. Because of the requirement that all students take LBST 110X, there will not be any impact on those courses. However, once the curriculum is fully implemented LBST 2301 will effectively replace one of the current 2000-level LBST courses that students must take. As a result, the total demand for seats in 2000-level 'regular' LBST courses will decline. However, the decline in the number of seats needed will be offset to some extent by the fact that some faculty currently teaching LBST courses in a large enrollment format (> 50) will convert their classes to LBST 2301 which has enrollment restricted to 35. It will take 2-3 years for the offerings of 'regular' 2000-level LBST courses to stabilize to meet demand. However, because the University has been filling LBST courses to well over 95% of capacity in recent years additional LBST capacity during the transition period is not likely to be wasted. Finally it should be noted that while fewer sections and fewer seats of the 2000-level 'regular' LBST courses will be taught, all of those courses will continue to be offered on a regular basis in all semesters.
- c) Anticipated Enrollment:
- UWRT 1103 and 1104 will remain at the current enrollment of 22.
  - LBST 2301 course has been developed with a maximum enrollment of 35 students in mind. This class size allows faculty to provide the individual attention to students needed to achieve the course's learning outcome
- d) Impact on Other Courses: Except for the 2000-level LBST courses discussed above there is no anticipated impact on enrollment in other courses.
- e) Catalog Copy: The new requirements will require a careful review of catalog copy for all curricula. Many academic programs specify academic plans of study that make reference to general education requirements; those will need to be changed to reflect these new requirements.

### III. RESOURCES REQUIRED

## A. PERSONNEL

### 1. LBST 2301 Sections:

Projections indicate that 168 sections of LBST 2301 will need to be taught each academic year (assuming a freshman class of 3650 and a transfer class of 4000.) Some of the LBST 2301 sections will be taught by current faculty who choose to adapt their existing LBST offerings to the CTC format. The remainder of the LBST 2301 sections will need to be taught by new faculty, and the mix of new faculty can vary including new tenure track faculty, new lecturers, and, post doctoral teaching fellows. Discussion regarding each of these options follows:

- **Existing Faculty:** Although precise numbers vary, approximately 138 sections of LBST are taught annually by full time faculty. (This is between 40 and 50% of the total number of LBST sections offered annually.) Of these sections, just over half cannot be converted to the LBST 2301 CTC format.\* In any given year, therefore, there are about 70 sections of LBST taught by full time faculty that can be converted to the CTC format. About half of these are currently taught in sections enrolling 40 or fewer students, the other half enroll larger numbers. At this point in the planning process it is impossible to determine what proportion of current LBST faculty will choose to convert their courses to the CTC format. Two models have been developed, one assuming that 25% of faculty convert their classes, the other assuming that 50% do so.

\*There are a variety of reasons why existing LBST courses cannot be converted to the CTC format. These include: LBST 110X courses which are needed because that course is required; Honors sections that primarily serve new freshmen; Prospect courses (fall semester) that also serve new freshmen, and on-line courses that are not appropriate for the CTC curriculum.

- **New Faculty – Tenure Track:** If CTC sections are staffed by new tenure track faculty it is assumed that those faculty will have a 2/2 teaching load. NOTE: if new tenure track lines are allocated to staff the LBST 2301 courses, we DO NOT expect that that individual will exclusively teach LBST 2301. Rather, departments receiving the new lines will agree to provide 2 LBST 2301 sections per semester taught by a rotation of their existing faculty.
- **New Faculty – Lecturers:** If CTC sections are staffed by new lecturers, it is assumed that those faculty will have a 4/4 teaching load. NOTE: if new lecturer lines are allocated to staff the LBST 2301 courses, we DO NOT expect that that individual will exclusively teach LBST 2301. Rather, departments receiving the new lines will agree to provide 4 LBST 2301 sections per semester taught by a rotation of their existing faculty.
- **New Faculty – Post Doctoral Teaching Fellows:** The UCFC has proposed that some of the new resources for LBST 2301 be post doctoral teaching fellows. Post doctoral fellows would be hired on a 2 year contract (one extension of one year possible). They would teach 3 sections of LBST 2301 per semester, and in addition to their salary they would be provided with summer funds to support research/faculty

development. Post doctoral fellows would be recruited centrally but would be ultimately hired by a department appropriate for their disciplinary expertise. Departments would agree to provide mentoring to these fellows.

The actual distribution of teaching effort between these four options remains to be determined. The decision on which option is pursued will depend on many factors, including the resources required and the curricular integrity of the program. Different options can be modeled, and a sampling of the total new resource requirements is as follows:

- 2.0 Million: assumes a 25% conversion rate of existing LBST sections to LBST 2301 with additional sections taught equally by new tenure track faculty and lectures.
- 1.6-1.5 Million: assumes either
  - 25% conversion rate of existing LBST sections to LBST 2301 with additional sections taught by new tenure track lines (20%), new lecturers (50%) and post doctoral fellows (30%)
  - 50% conversion rate of existing LBST sections to LBST 2301 with additional sections taught by new tenure track faculty (33%) and new lecturers (67%)
- 1 Million: a 50% conversion rate of existing LBST sections to LBST 2301 with remaining sections taught exclusively by lecturers.

## **2. Program Administration and Faculty Oversight:**

The effectiveness of this curriculum hinges to a large degree on the collective faculty ownership of the curriculum. That ownership is already in place for the UWRT courses since those are taught by faculty in University Writing Programs that is administratively positioned to engage faculty in curriculum discussions. The new LBST 2301 course presents a completely different challenge in this regard. Given the need to offer 168 sections per year it is likely that this course will be taught by 80 or more unique faculty in a given year from 10 to 20 departments. To maintain curricular coherence in LBST 2301 it will therefore be necessary to have a program coordinator. This position would be suitable for an experienced lecturer or perhaps a tenured faculty member who wishes to emphasize his or her teaching portfolio. The duties are likely to require 50-75% of the coordinator's effort and in addition a 1.5 month summer stipend will be needed to ensure continuity of effort beyond the 9 month faculty appointment. The exact amount needed will depend on the individual circumstances of the appointee but \$50,000 is a reasonable estimate.

In addition, it will be helpful to provide summer stipends to 6 associate coordinators, both LBST faculty and FYW faculty. These should also be for 1.5 months. The total needed is estimated at \$45,000.

In addition to the program coordinator and associate coordinators, the UCFC, an elected body with representatives from all colleges, will provide advice and consent regarding the criteria and process through which proposed syllabi are evaluated as meeting the LBST 2301 objectives for critical thinking and communication.

## **B. PHYSICAL FACILITY**

YES. The new LBST 2301 courses will require significant increase in demand for medium to small sized classrooms (rooms between ~60 and 35 seats) as compared to the 'regular' LBST courses it will replace. However, there will be a significant decrease in the rooms used for sections of FYW courses that free up rooms in this size range for use.

### **C. Equipment and Supplies**

No additional resources required

### **D. Computer**

No additional resources required

### **E. Audio-Visual**

No additional resources required

### **F. Other Resources**

#### **1. Faculty Development:**

To maintain the integrity of the new curriculum a comprehensive faculty development program needs to be put into place. The personnel needs for this faculty development operation are included above. In addition to personnel, the faculty development effort will need access to funds for course development stipends, workshops etc. It will also need some discretionary funding to provide refreshments for workshop participants. An annual budget of \$30,000 in state dollars and \$2500 in discretionary should provide sufficient support.

#### **2. Preceptors:**

Full-time faculty teaching LBST 2301 will have the option of recruiting an undergraduate preceptor to assist with various elements of the course. Assuming that half of eligible instructors take advantage of this offer an annual budget of \$70,000 will be required.

### **G. Source of Funding**

Academic Affairs has been kept apprised of the resource needs for the new curriculum.

## **IV. CONSULTATION**

This document has been prepared to initiate a broad and comprehensive process of consultation with campus stakeholders. The results of that consultation will be reflected in the 'Approval' version of this proposal. That document will include a list of all units consulted, and Library consultation will take place at that time.

## APPENDIX -- CATALOG COPY

### General Education

NOTE: There are no changes to the general education catalog copy for the Mathematics, Natural Science, Social Science, and Writing/Oral so those sections have been omitted. The text shown replaces the text for the relevant section.

### I. Development of Fundamental Skills of Inquiry (9-12-10 hours)

#### First-Year Writing Courses

Students take ~~two one~~ first-year writing courses, ~~UWRT 1101 and UWRT 1102~~. ~~Entering freshmen who qualify for the accelerated course in writing and rhetoric may meet this requirement by completing one course, UWRT 1103 or UWRT 1104. UWRT 1104 includes the same face to face content as UWRT 1103 but includes an online writing studio that provides students with additional opportunities to develop skills.~~ After completing these courses students are expected to be able to write clearly and concisely in standard English and to be generally prepared to do college-level writing and editing.

- ~~UWRT 1101 – Writing and Inquiry in Academic Contexts I (3) and UWRT 1102 – Writing and Inquiry in Academic Contexts II (3)~~
- ~~or~~
- UWRT 1103 - Writing and Inquiry in Academic Contexts I and II (3)
- ~~or~~
- UWRT 1104 – Writing and Inquiry in Academic Contexts I and II with Writing Studio (4)

#### Basic Skills of Information Technology

Incoming students are expected to have already developed the basic computer skills necessary to use word processing software, email, and the internet. By the end of their first semester at UNC Charlotte, students are expected to have developed the basic skills necessary to find and evaluate information from the internet and bibliographic and database sources in Atkins Library. These skills are developed in ~~UWRT 1101 and UWRT 1103 or UWRT 1104~~, and help with bibliographical and database search skills is available in the information commons of the Library. Basic tutorial help is also available at campus computer labs. Students are expected to exhibit ethical behavior in the use of computers. More advanced information literacy and technology skills are required by individual departments and majors.

NOTE to UCFC -- this language seems to me outdated I would suggest removing it. It is not, cannot, be assessed.

### III. Themes of Liberal Education for Private and Public Life (12 hours)

The UNC Charlotte faculty ~~has selected four themes of a liberal arts education around which to offer a core of~~ created a set of Liberal Studies (LBST) courses dedicated exclusively to General Education. These courses introduce students to fundamental themes and develop core competencies. All students will take four LBST courses. The LBST courses culminate in LBST 2301 that focuses on developing critical thinking and communication skills. All of these courses include the consideration of gender, race, and ethnic diversity, as appropriate for understanding the individual themes of these courses. Despite the fact that topics vary, and courses are offered from various departments, LBST courses may not be repeated for credit.

1. Each student must take one course from each area as follows:

**One Course in the Arts and Society**

Art is indispensable to the structure and fabric of all societies, and each course examines this fundamental connection from the perspective of a specific art form. Selected from:

- [LBST 1101 - The Arts and Society: Dance](#) (3)
- [LBST 1102 - The Arts and Society: Film](#) (3)
- [LBST 1103 - The Arts and Society: Music](#) (3)
- [LBST 1104 - The Arts and Society: Theater](#) (3)
- [LBST 1105 - The Arts and Society: Visual Arts](#) (3)

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2. One Two 2000-level LBST Courses Chosen from the Three Categories Below  
**Course in the Western Tradition**

Each section of this course examines a major aspect of Western culture through the process of analyzing the present in terms of the past.

- [LBST 2101 - Western Cultural and Historical Awareness](#) (3) Each section of this course examines a major aspect of Western culture through the process of analyzing the present in terms of the past.

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A. One Course in Global Understanding

All liberally educated people need to have the ability to understand the world from the point of view of more than one culture and be able to analyze issues from a global perspective.

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- B. [LBST 2102 - Global and Intercultural Connections](#) (3) All liberally educated people need to have the ability to understand the world from the point of view of more than one culture and be able to analyze issues from a global perspective.

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- C. [LBST 221X – Ethical and Cultural Critique \(Select ONE\)](#) Each of these courses deals with an important contemporary issue, and each one gives significant attention to ethical analysis and cultural critique in the liberal arts.

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One Course Dealing with Ethical Issues and Cultural Critique

Each of these courses deals with an important contemporary issue, and each one gives significant attention to ethical analysis and cultural critique in the liberal arts. Selected from:

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- [LBST 2211 - Ethical Issues in Personal, Professional, and Public Life](#) (3)
- [LBST 2212 - Literature and Culture](#) (3)
- [LBST 2213 - Science, Technology, and Society](#) (3)
- [LBST 2214 - Issues of Health and Quality of Life](#) (3)
- [LBST 2215 - Citizenship](#) (3)

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3. One LBST Critical Thinking and Communication Course – LBST 2301

- [LBST 2301 – Critical Thinking and Communication](#) (3) This course will continue the developing of critical thinking and communication competencies begun in UWRT 1103 or UWRT 1104.

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- Each of these courses deals with an important contemporary issue, and each one gives significant attention to ethical analysis and cultural critique in the liberal arts. Selected from:

NOTE: LBST Courses and the Major

Individual departments MAY choose to allow students to count one of their LBST courses towards the requirements for the major. Students should consult the academic plan of study, the degree audit, and an advisor about whether double counting is allowed and which particular courses the department's policy applies to.

Course descriptions

UWRT 1103 - Writing and Inquiry in Academic Contexts I and II

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**Credit Hours: (3)**

Students write extensively as they explore literacy and writing. They engage critically with the opinions and voices of others while developing an extended inquiry project that integrates materials from varied sources and includes writing in multiple genres. Students write, revise, edit and reflect on their writing with the support of the teacher and peers. Students also immerse themselves in a conversation about a topic through reading, questioning, and process writing. Students learn to distinguish rhetorical contexts, practice different conventions, and develop positions in relation to research. They also adopt digital technologies to network, compose, and/or critique and disseminate their work. Grades are derived primarily from portfolios that include work generated throughout the term.

**Prerequisite(s):** Appropriate score on SAT Verbal and high school performance; the prerequisite determines whether students take ~~both UWRT 1101 and UWRT 1102, or just~~ UWRT 1103 or UWRT 1104.

**UWRT 1104. WRITING AND INQUIRY IN ACADEMIC CONTEXTS (I & II) WITH STUDIO**

**CREDIT HOURS: (4)**

UWRT 1104 is taught in a hybrid format: 75% face-to face class meeting and 25% asynchronous on-line writing studio where students will compose extensively as they explore literacy and writing. Students engage critically with the opinions and voices of others; develop an extended inquiry project that integrates materials from varied sources; and write in multiple genres as they revise, edit, reflect on and repurpose their writing. Students will learn to

distinguish rhetorical contexts, practice different conventions, and develop positions in relation to research. They also adopt digital technologies to network, compose, and/or critique and disseminate their work. Grades are derived primarily from portfolios that include work generated throughout the term.

Prerequisite: Appropriate Score on SAT Verbal and high school performance. The prerequisite determines whether you take UWRT 1103 or UWRT 1104.

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### LBST 2301. Critical Thinking and Communication

Credit Hours: (3)

The LBST CTC course is part of an integrated first-year writing + LBST curriculum that develops critical thinking and communication skills. In this course students will undertake an inquiry process and builds towards the preparation of a polished product at the end of the semester. The specific subject matter for sections of this course will vary since the focus is on developing competencies. May not be repeated for credit.

Prerequisite: Sophomore standing and a grade of C or better in UWRT 1103 or UWRT 1104.

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# General Education Revision – FYW and LBST CTC

FAQ – Revised: 5 October

## 1. CURRICULUM

### A. FIRST YEAR WRITING

1. Doesn't the proposed curriculum reduce the number of First Year Writing courses students are required to take?

- A1 – YES, but.... In the last few years about 50% of new students have been placed into the two-course UWRT 1101 – UWRT 1102 sequence because their high school GPA and SAT scores indicate they are less well prepared. In the proposed curriculum these students will be placed into UWRT 1104 (4 credits) and that will be the only UWRT course they will take. However, these students will also be required to take LBST 2301, a small enrollment course taught by full time faculty with an explicit focus on developing communication and critical thinking skills
- A2 – NO. In the last few years about 50% of new students are placed into UWRT 1103. This is the only UWRT course these students take. In the proposed curriculum about half of these students will be placed into UWRT 1104 and half into 1103 and all will take LBST 2301.
- A3 – FALSE PREMISE: The question assumes that students 'learn to write' in their First Year Writing Course. On the contrary, research suggests that the development of writing skills is an ongoing process. The proposed curriculum leverages these research insights by structuring UWRT 1103/1104 and LBST 2301 as sequenced pair.

2. What is the difference between UWRT 1103 and UWRT 1104?

A: UWRT 1103 is the current one-semester FYW course; it provides students with extensive opportunities to write while exploring the importance of rhetorical contexts, conventions, and the writing process. UWRT 1104 will have the same face-to-face curriculum as UWRT 1103, however, in addition students will participate in an on-line writing studio that provides structured opportunities to practice and get feedback on writing skills.

3. How is placement into UWRT 1103 vs UWRT 1104 determined?

A: As is currently the practice, placement will be based on pre-enrollment characteristics such as high school GPA, SAT scores. The recommendation is that between 66% and 75% of students be placed into UWRT 1104. Students on the bubble may be allowed to choose.

4. UWRT 1104 is a 4-credit course. How will that impact total credit hours taken per semester for incoming students in different majors?

A: A number of majors recommend a highly structured curriculum for students in the first year. These curricula are currently based on the fact that all UWRT courses

are 3 credits. In the proposed curriculum, UWRT 1104 is a 4-credit course and it is anticipated that 66% to 75% of new freshmen will be placed into this course. Careful consultation is needed to ensure that recommended curricula account for students who ARE placed into UWRT 1104. If they are not, then some students could be required to carry a 17-hour (not recommended) or would be forced to only take 14 hours (not recommended).

5. If students are taking only one UWRT course what is the proposal for dividing students between fall and spring semesters?

A: Faculty in University Writing Programs must balance course offerings roughly equally between fall and spring semesters. Therefore about half of all new freshmen (and somewhat less than half of all new transfers) will need to take their UWRT course in the Spring semester of their first year. Currently, we face the same challenge for students who are placed into UWRT 1103. These students are advised to enroll UWRT 1103 in the fall or spring depending on the college they are in. A solution along those lines is likely to be adopted in the proposed curriculum.

6. How will transfer credit for FYW courses handled?

A: It varies depending on the transfer credit a student has

- A student who has completed the FYW requirement at their previous institution is not required to take FYW at UNC Charlotte, they must complete LBST 2301
- A student who has completed only the first course in a typical two-course sequence (the equivalent of the current UWRT 1101) is required to take UWRT 1103 and LBST 2301
- A transfer student who has no FYW credit is treated like a new freshmen

## B. LIBERAL STUDIES

1. How does the current LBST requirement map onto the proposed requirement?

A: In both the current and proposed curricula, students are required to take 4 LBST courses. In the proposed curriculum...

- Students are **required** to take LBST 110X.
- Students will **choose** 2 out of the 3 2000-level LBST courses (2101, 2102, and 221X)
- Students are required to take LBST 2301

Essentially, LBST 2301 will replace one of the three 2000-level LBST courses that are currently required.

2. How will transfer credit for LBST 2301 be handled?

A: No detailed analysis of transfer credit for courses that might be equivalent to LBST 2301 has been conducted. The assumption, however, is that few equivalent courses exist at other institutions. Virtually all students, freshmen and transfer, will

need to take LBST 2301 at UNC Charlotte. (NOTE: students with an Associates' degree are exempt from all lower level general education.)

3. How is (will) transfer credit for other LBST courses handled?

A. Many transfer courses can be used to satisfy LBST requirements. In some cases a course is deemed to be the equivalent of a UNC Charlotte LBST course; in other cases disciplinary course credit is given but the student is exempted from an LBST requirement. The Office of Undergraduate Admissions maintains an extensive database of course equivalents for transfer credit and uses that during the transfer credit evaluation process.

4. Why was the decision made to require all students to take LBST 110X (Arts and Society) but to allow students to choose two courses from the LBST 2000 level?

A. This issue presented a number of complex questions for the General Education Taskforce and occupied a considerable portion of its time. The decision reflects several factors:

- a. a strong representation by Taskforce members from the College of Arts and Architecture about the importance of an arts education exposure
- b. the relatively stronger curricular coherence of the LBST 110X offerings vis a vis the thematic focus for that LBST area
- c. the preponderance of new freshmen who enroll in LBST 110X sections

5. Why was the decision made to allow departments to count one LBST course towards the major?

Requests along these lines have been made on multiple occasions by multiple departments in the past decade. In most cases the request relates to resource pressures that become apparent when departments want to offer a course for majors that is LBST-like in its essential character. If LBST courses are not allowed to double count, such a curriculum requires two sections; by allowing one LBST course to double count, departments can offer a single, larger section to meet the needs of their major and the University as a whole and use teaching resources more effectively. Note that departments have the OPTION to double count one LBST course; they are not required to double count. Also note that the double count guidelines are meant to ensure that the LBST course will retain its *general* education flavor.

## **2. RESOURCES**

General Education Revision – FYW and LBST CTC  
 RESOURCE NEEDS DISCUSSION  
 All figures are ANNUAL totals

1. Sections / Seats Needed:

UWRT 1103 (3 credits)	<b>65</b> (1409)	Assumptions: <ul style="list-style-type: none"> <li>• Freshman class of 3650 (3500 fall and 150 spring)             <ul style="list-style-type: none"> <li>○ Freshman retention of 94% Fall → Spring and 84% Fall → Fall</li> <li>○ Does NOT account for Freshmen with some FYW credit (= slight over estimate of LBST 2301 and UWRT needs)</li> </ul> </li> <li>• Transfer class of 4000 (2800 fall and 1200 spring)             <ul style="list-style-type: none"> <li>○ DOES account for Transfers with different packages of FYW credit</li> <li>○ Does NOT account for Transfer retention rates (= over estimate of LBST 2301 needs)</li> </ul> </li> <li>• 75% of 'blank slate' students placed into UWRT 1104</li> </ul>
UWRT 1104 (4 credits)	<b>130</b> (2846)	
LBST 2301 (CTC)	<b>168</b> (5856)	

2. Impact on Current LBST Capacity

LBST 110X (Arts and Society)	No Change: New curriculum requires same capacity as currently offered
LBST 2101 (Western Culture)	<ul style="list-style-type: none"> <li>• Students choose any 2 of these 3</li> <li>• LBST 2301 is the 4<sup>th</sup> LBST course – required of all students</li> <li>• Approximately 1/3 fewer seats needed across all 3 of the 2000-level LBST courses</li> </ul>
LBST 2012 (Global Awareness)	
LBST 221X (Cultural Critique)	

3. Impact on Current LBST Faculty (LBST 2101, 2102, and 221X)  
 Annual estimates (rough) projected from Fall 2015

Type	# sections (seats)	Comments
Part Time Faculty	100 (5400)	No Change: Recommendation is that Part Time faculty NOT be used for LBST 2301 on regular basis.
FT Faculty - NON CTC-able sections	54 (5400)	No Change: Some LBST sections cannot be converted to the CTC format. Reasons include Honors, Online, Prospect, Large enrollment redesign
FT Faculty CTC- able sections enrollment <40	30 (1000)	'Option' to convert section to CTC format, no additional resources needed.
FT Faculty CTC- able sections enrollment > 40	36 (3600)	Option to convert section to CTC format and NEW resources needed for additional 2301 sections because of section size. Example: a faculty member teaching a 100-seat LBST 2101 converts to CTC, then 2 new CTC sections needed

#### Discussion:

- The number of students in CTC-able sections currently being taught is less than the total needed. Therefore
  - IF **ALL** faculty teaching CTC-able sections choose to convert their classes **and** new lines are provided for the larger sections that are converted  
THEN there are **still** additional NEW lines needed to staff the LBST 2301. (Estimate of 32 sections / year). Those new sections of LBST 2301 will generate some 'surplus' LBST capacity in LBST 2101, 2102, 221X.
  - IF **ALL** faculty teaching small CTC-able sections convert and **SOME** faculty teaching large CTC-able sections convert **and** new lines are provided for the larger sections that are converted  
THEN **still more** additional NEW lines needed to staff the LBST 2301. (Estimated need depends on how many larger sections convert.) Those new sections of LBST 2301 will generate noticeable 'surplus' LBST capacity in LBST 2101, 2102, 221X.

#### 4. LBST 2301 Staffing Options

- a) Tenure Track Faculty: Assumed 2/2 load. Unlikely that new TT faculty would be assigned to only teach LBST 2301, therefore this option would require departments to commit to teaching 4 TT sections of LBST 2301 per new TT line per year.
- b) Lecturers: Assumed 4/4 load. Lecturers might be assigned to teach 4 sections of LBST 2301 per semester, but variations on the TT option described above are possible.
- c) Post Doctoral Teaching Fellows: A new instructional model. 2-year appointments (1 one-year extension?), 3/3 load, exclusively LBST 2301. Research/professional development funds provided for the 'middle' summer. Advertising and initial screening handled centrally, but lines would be hired into departments who provide mentoring. If the post doc option is adopted, it would be used to staff no more than 25% of LBST 2301 sections.

#### 5. Faculty Engagement with the Curriculum

LBST 2301 requires ongoing faculty engagement/ownership of the curriculum. Participating faculty will be expected to be active participants in collective faculty development (and assessment) activities.

#### SUMMARY:

- **Significant** shift of overall faculty resources to LBST 2301. Both within LBST and within general education as a whole.
- **Significant** shift in faculty engagement with the general education curriculum, responsible for developing critical thinking and communication skills
- Part-Time faculty will be more concentrated in LBST 2101, 2102, and 221X

Process/Timeline

Campus Consultation and Faculty Governance Approval  
For General Education Taskforce Recommendations

Prepared for Academic Affairs Council  
18 September 2015

The changes to the general education curriculum being considered by the General Education Taskforce are significant enough to require a substantive consultation with campus stakeholders before proceeding through faculty governance approval. The Faculty President, President-Elect, and Chair of the University College Faculty Council have developed the following process/timeline in order to allow for the possibility that the new curriculum could be implemented in Fall 2016.

~ 30 Sept.	General Education Taskforce forwards its recommendations for curriculum change to University College Faculty Council (UCFC)	
~ 8 Oct.	UCFC Releases a Consultation Draft of the General Education Curriculum Proposal along with resource plan: <ul style="list-style-type: none"> <li>This proposal will be holistic, making the case for the recommended changes to the curriculum as a whole and providing details on changes to individual courses/requirements.</li> <li>Curriculum committees in colleges and departments will be asked to consult on proposed changes but the curriculum proposal itself will originate in UCFC.</li> </ul>	
Oct. / Nov.	<p>Consultation Period: campus stakeholders will have the opportunity to review the curriculum proposal and provide feedback to UCFC. The consultation is expected to include, but is not limited to:</p> <ul style="list-style-type: none"> <li>College Curriculum Committees</li> <li>College Faculty Councils</li> <li>Faculty Council</li> <li>Departments</li> <li>Students</li> <li>Academic Advisors</li> <li>Deans' Council</li> <li>Associate Deans' Council</li> <li>Department Chairs</li> <li>College Leadership Councils</li> <li>Teaching Faculty</li> </ul> <p><b>Units wishing to schedule meetings and invite representatives to discuss the proposed curriculum changes should identify several possible dates/times and submit those options as soon as possible. Paula LaCross (<a href="mailto:placross@uncc.edu">placross@uncc.edu</a>) will coordinate scheduling.</b></p>	
Early Dec.	UCFC will review the feedback, comments, and questions and determine whether: <ol style="list-style-type: none"> <li>Only minor revisions are required to address the comments, questions, and concerns.</li> <li>Major revisions to the proposal are required which in turn will require an opportunity for a second round of in-depth consultation</li> </ol>	
	IF A ....	IF B ....
Jan.	UCFC will release the revised curriculum proposal for consultation and endorsement/approval. <ul style="list-style-type: none"> <li>Units and elected bodies wishing to review the revised proposal will need to allow sufficient time on the agenda in January meetings.</li> <li>There may be an open all-faculty meeting scheduled in early January</li> </ul>	Rinse and Repeat
Late Jan.	UCFC reviews the feedback from the campus community and decides whether to approve the proposal and forward to FEC and Faculty Council.	