

# Core Review Task Force Report

July 19, 2024

**Draft**

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## EXECUTIVE SUMMARY

The Core Review Task Force recommends

- An Undergraduate Core Curriculum that applies to all students, regardless of background or major – Bronco Core.
- Eight Core Learning Outcomes (CLOs) that represent what all undergraduates should know and be able to do: Critical Thinking, Inquiry and Analysis, Information Literacy, Digital Literacy, Communication, Intercultural Knowledge, Ethical Reasoning, and Soft Skills.
- Core course requirements constituting 38-41 credit hours. Requirements should be divided into
  - Three main categories: Essential Skills, Disciplinary Perspectives, and Interdisciplinary Themes.
  - Two main groups: General Education and University Requirements.
- That appropriate Core courses be able to satisfy more than one Core requirement.
- That the current Ethics and Civic Engagement requirement be split into two requirements so that Civic Engagement can house the UNC System requirement for Foundations of American Democracy, and that a new interdisciplinary course – Reasoning About American Democracy – be created to satisfy the requirement.
- That major programs map CLOs onto their program learning outcomes and required major courses to demonstrate how the Core is relevant to the major and how the major further develops the Core.
- That Core assessment be separated from Core course assignment grading and updated to reflect best practice, including a focus on authentic assessment and scoring by external assessors, and that training be developed to help faculty redesign courses to maximize student success.
- That a position of Director of Core Curriculum be created as a 12-month administrative position to be staffed by someone with extensive experience teaching in the Core, that the Core have a budget to support faculty development and assessment, and that the Core have an institutional home to provide access to administrative support.
- That the revised Core Curriculum be approved in Fall 2024 and implemented in Fall 2025.
- That the Core Review Task Force be dissolved and the faculty members of the Task Force be appointed to the Core Curriculum Committee beginning Fall 2024 and that the Core Review Subcommittees report to the Core Curriculum Committee for 2024-2025.

## BACKGROUND

The provost appointed a Core Review Task Force in Spring 2023. The charge to the Task Force was to review the Undergraduate Core Curriculum (Core) to ensure that the Core

- Incorporates 21st-century skills and knowledge,
- Reflects FSU's identity and mission,
- Meets the needs of all students, and
- Ensures the success of all students.

Another important part of the charge was to get input from the FSU community. That input began with the membership of the Task Force, which in addition to faculty included staff, administrators, and students (see Appendix 1 for a list of Task Force members).

To fulfill its charge, the Task Force created subcommittees to review different factors that affect the success of students in the Core:

- [Curriculum](#): core mission, learning outcomes, requirements, and structure.
- [Teaching](#): core teaching practices.
- [Assessment](#): assessment of core learning outcomes and student success.
- [Support](#): advising, academic support, and co-curricular support for the variety of students taking core courses
- [Governance](#): core faculty input, administrative support, and oversight

Each subcommittee included Task Force members and faculty and staff from around the University (see Appendix 1 for a list of subcommittee members). Subcommittees were charged to review their assigned component and report any recommendations to the Task Force. In addition, the Task Force sought periodic input from the subcommittees on matters before the Task Force.

The Task Force sought community input in several ways:

- A Town Hall held October 3, 2023, as a hybrid event in the Rudolph Jones Student Center and streamed live, informed the FSU community about the Core Review and invited input.
- A **Core Review Survey** was launched on October 3 and ran through October 27. It was distributed to faculty, students, staff, alumni, employers, and community partners. [Click here](#) for a report.
- **Focus Groups** were held with groups of students, alumni, and faculty from November 13-17, 2023.
- A nationally recognized **consultant**, Dr. C. Edward Watson, was hired to review the current Core and interview campus stakeholders. Dr. Watson visited campus October 2-4, 2023, and issued a [report](#) with recommendations on October 31.

The Task Force spent Spring 2024 reviewing this input. To develop a consensus about the best way to consolidate this feedback into a revised Core, the Task Force decided to use the Delphi Method. In the Delphi Method, experts provide anonymous feedback on a topic to a facilitator. The facilitator identifies areas of consensus and disagreement, then asks for another round of feedback. The process continues until there is substantial consensus. For the Core Review, the experts were members of the Task Force and Subcommittees. The Task Force also acted as the Facilitator, identifying areas of agreement and areas for further feedback. The Task Force conducted three rounds of surveys in March and April 2024.

- [Round One](#) (March 14-18)
- [Round Two](#) (April 1-5)
- [Round Three](#) (April 15-19)

The Delphi Method produced considerable consensus but stopped short of a proposal for a revised Core. To produce that proposal, the provost funded members of the Task Force and faculty volunteers to work in June 2024. This report represents the results of that work.

## PRINCIPLES

In summer 2023 the Task Force adopted [principles](#) that have guided its work. The Task Force has distilled those principles into a recommended vision statement, mission statement/rationale, tag line, logo, and brand mark:

### Vision Statement

All FSU undergraduates should graduate as lifelong learners passionate about critical thinking, informed research, effective communication, cultural sensitivity, digital literacy, and ethical behavior.

### Mission Statement/Rationale

The Undergraduate Core Curriculum provides the academic foundation for all the undergraduate degree programs at Fayetteville State University. The core curriculum enables students to develop the skills and knowledge essential to success in their respective major programs, careers, and lives after graduation. These skills are introduced in 100- and 200-level courses and reinforced throughout a student's major courses as appropriate.

### Tag Line

Bronco Core: The Heart of a Bronco

### Logo and Brand Mark



**Bronco Core**  
 FSU's Undergraduate Core Curriculum  
**The Heart of a Bronco**

Several principles underlie these statements. One is that **the Core applies to all undergraduate students**, whether they enter as first-time-in-college, transfers, non-traditional, or re-entry students. The Core embodies what ALL undergraduates should know and be able to do by the time they graduate. That is why the Core Curriculum is the heart of a Bronco.

This definition implies that there are no exceptions for transfers. As an institution that matriculates more transfers than traditional first-time-in-college students, FSU cannot claim any requirement as Core that exempts over half its undergraduate population. FSU can and should provide alternative

pathways for transfer students to demonstrate mastery of our core learning outcomes, but all transfers should master them by the time they graduate.

The second principle is that **the Core applies to all majors**. The basic requirements are the same for all students. All students should understand the natural sciences, not just natural science majors. All students should demonstrate digital literacy, not just computer science majors. Students may need different core courses to satisfy core requirements depending on their major, but they must satisfy all core requirements.

A third principle is that **core skills are developed in the major**, not just in lower-division core courses. Students can and should develop core skills and knowledge in the first two years. However, skills like critical thinking and communication continue to be developed in the major. A mastery of core learning outcomes, continually practiced in the major, are the key influences for a student's success in their professional career, as citizens and members of their community. For example: employers, political leaders, and community organizations are not concerned with a student's level of communication as a sophomore, but their level of communication upon graduation. . This is why FSU assesses core learning outcomes in the senior year through the Graduating Senior Assessment. That tradition will be continued and strengthened in the proposed core.

A final principle is that **the Core should prepare students for work, citizenship, and life in the world of today and tomorrow**. The skills and knowledge required by graduates in 2024 are

different from those of thirty or even ten years ago. This report summarizes the efforts of the Task Force to identify those core learning outcomes and to build a curriculum that ensures their mastery. It also proposes a governance structure intended to provide for the periodic review and updating of the Core Curriculum.

## CORE LEARNING OUTCOMES

At the heart of the Core is a set of learning outcomes: what students should know and be able to do. **The Task Force recommends the following Core Learning Outcomes (CLOs) be adopted for the Undergraduate Core Curriculum:**

Intellectual Skills	People Skills
1. Critical Thinking (CRIT)	5. Communication (COMM)
2. Information Literacy (INFO)	6. Intercultural Knowledge (INTER)
3. Inquiry and Analysis (INQU)	7. Ethical Reasoning (ETHICS)
4. Digital Literacy (DIGI)	8. Soft Skills (SOFT)

Each CLO should have an official definition and rationale accompanied by a rubric defining different levels of mastery. The definitions and rubrics will be used by faculty to develop and assess proficiency in their Core classes. Each CLO should also have a rationale explaining why it is in the Core Curriculum. CLO rationales should be part of the overall rationale for the Core Curriculum.

**The Task Force recommends:**

- 1. The below definitions and rationales for each CLO**
- 2. The rubrics found in Appendix 2.**
- 3. Charging core subcommittees with reviewing and adapting the rubrics to ensure they meet the needs of FSU's students and major programs.**

Definitions, rationales, and rubrics follow the model of the AAC&U VALUE Rubrics. The AAC&U (American Association of Colleges and Universities) is the academic association that represents best practices in general education. VALUE stands for Valid Assessment of Learning in Undergraduate Education. The VALUE rubrics were developed with the input of hundreds of faculty at institutions across the United States. They are used at hundreds of colleges and universities across the United States.

In addition to the VALUE rubrics, the CLOs are informed by FSU's current definitions and rubrics. The Digital Literacy CLO is informed by the UNESCO Digital Literacy Global Framework (DLGF) initiative. The Digital Literacy rubric adapted from one used by Cleveland State University, which is in turn based on the DLGF.

### Intellectual Skills

FSU graduates must develop the intellectual skills needed to assess arguments and evidence, undertake methodical research, and use technology to accomplish their goals.

## Critical Thinking

**Definition:** Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will accurately evaluate the reasonableness of arguments' evidence and support, and they will construct reasonable arguments using various forms of evidence drawn from multiple sources.

**Rationale:** The development of critical thinking competencies supports students' acquisition of analytical and evaluative skills essential for inquiry, deliberation, and decision-making in academic and non-academic settings. As students develop their critical thinking skills, they develop more concern about rational standards. They learn to think for themselves, and this helps free them from unwarranted beliefs and bad habits of thought. By developing their critical thinking skills, they become more reasonable and more ready to fulfill responsible roles in society and live fulfilling, successful lives. Effective critical thinking skills and the habits of mind associated with these skills are essential for life-long learning and reasonable, responsible citizenship in global communities.

**Background:** Critical Thinking consistently ranked among the most important CLOs for all stakeholders. It is a signature CLO for FSU. The Task Force debated folding Critical Thinking into Information Literacy and/or Inquiry and Analysis but ultimately decided to leave it as a separate CLO. In addition to its historical position in the Core and its continuing relevance to all areas of modern life, Critical Thinking is uniquely appropriate for the proposed Reasoning About American Democracy requirement.

## Information Literacy

**Definition:** Students will formulate effective questions based on a need; organize, sort, evaluate, and retrieve information to address the need; cite sources appropriately for their context.

**Rationale:** The proliferation of information and information tools in academia, the workforce, and the broader community requires students to have appropriate skills to solve problems using the best information available. Students use information literacy to contribute positively to the academic learning community and to practice ethical behaviors relative to information, information technology and the creation process. Effective use of information literacy continuously is essential for lifelong learning and responsible world citizenship.

**Background:** Although it is also important for empirical research, Information Literacy is focused on the retrieval and analysis of textual sources. Information Literacy underlies research in many of the social sciences and humanities, as well as in many professional fields. For these reasons, the Task Force decided not to combine it with Inquiry and Analysis (see below).

## Inquiry and Analysis

**Definition:** Students will formulate research questions based on a critical analysis of existing knowledge, design a research process based on an understanding of the appropriate methodology, conduct research using appropriate methodological standards, and analyze results to form evidence-based conclusions.

**Rationale:** Reasoned and informed inquiry is at the heart of the academic enterprise. Students need to understand how knowledge is created to be successful as students, professionals, citizens, and members of their communities. The ability to distinguish valid from invalid arguments and credible from doubtful evidence is the mark of a college-educated person.

**Background:** Inquiry and Analysis emerged as the most appropriate CLO for the natural sciences, social sciences, and mathematics. It is more focused on the empirical research process than Information Literacy. For this reason, the Task Force recommends keeping it as a separate CLO.

## Digital Literacy

**Definition:** Students will choose the appropriate digital technologies for a given task; access, critically evaluate, and use a variety of digital information sources; create content, collaborate, and communicate with others using appropriate and effective digital technologies; and use digital technologies both safely and ethically.

**Rationale:** Technology increasingly underlies all forms of research, collaboration, and communication. We access information through digital databases, create reports and presentations using digital technologies, and communicate results through emails, uploads, websites, and video conferences. To be successful as professionals, citizens, and members of their community, students must be able to select the appropriate technology for a given purpose. They must be able to critically assess the validity of information accessed through digital media. They must be able to create content that is accurate, well-reasoned, well-supported, well-illustrated, and effective. They must be able to determine the most appropriate way to communicate content, which often involves a variety of digital media: email, web pages, social media, and video conferences are just some of these media. While creating and communicating content, students must know when and how to document digital sources as well as how to protect themselves and others from viruses, identity theft, and other threats. Finally, using technology requires a mindset that builds in time to select, master, and troubleshoot the technology used.

**Background:** There is widespread agreement that Digital Literacy is an essential skill for twenty-first century students, professionals, and citizens. The recommended definition, rationale and rubric borrow heavily from the [rubric](#) created at [Cleveland State University](#). They also follow the recommendations of the [UNESCO Digital Literacy Global Framework Report](#).

## People Skills

People skills are as important as intellectual skills for twenty-first century life. FSU undergraduates must communicate effectively in a variety of media, understand the cultural background of their diverse audiences, and exercise ethical reasoning in their dealings with others. FSU students are people, too, and their ability to assess their own knowledge and skills, set goals, manage their time, adapt to change, and collaborate with others is the precondition for all other learning.

## Communication

**Definition:** Students will be able to identify and describe the different types of verbal and nonverbal communication in which humans engage, and the vocational pursuits in which majors can specialize. Students should be able to describe and apply fundamental principles of effective



communication in different communication contexts, such as interpersonal and public contexts, group contexts, and mass media contexts. The student should be able to create verbal and nonverbal messages that are well-organized, concise, and culturally sensitive. The student should be able to research and evaluate evidence for the claims made by themselves and other communicators.

**Rationale:** Students develop an understanding and appreciation of human message exchanges and recognize how communication influences social, political, artistic and cultural existence. The three basic purposes of communication are to inform, persuade, and entertain. These fundamental purposes encompass various forms of communication, from written and spoken language to visual and non-verbal cues. Communication skills typically top the list of what hiring employers look for, followed by several other qualities developed in communication courses, including integrity, the ability to relate well to others, analytic abilities, leadership and teamwork skills, and the ability to articulate ideas. From being able to socialize and nurture personal relationships, to expressing ideas and challenges in the workplace, communication is critical to how a person lives their life, and how a student experiences school and the real world beyond.

**Background:** The Task Force recommends a single CLO and rubric that includes written, oral, visual, and digital communication. Although the current CLO includes written and oral communication, multimedia communication should be included in the CLO. Instructors, students, and professionals illustrate written and oral communication with images, charts, and graphs. These communications are composed and distributed in electronic media. A communication CLO must recognize these realities to remain relevant and to prepare students for successful careers and lives.

## **Intercultural Knowledge**

**Definition:** Students will interact effectively and appropriately in a variety of cultural contexts. Those contexts may be global, regional, or local. Students will demonstrate a critical understanding of their own cultural context, an appreciation of other cultural contexts, and an ability to bridge those cultural contexts through effective communication.

**Rationale:** In an increasingly interconnected world, people are more likely to interact with individuals from diverse cultural backgrounds in their personal and professional lives. Developing intercultural knowledge helps to navigate interactions more effectively and respectfully. Intercultural knowledge is essential to foster inclusivity, reduce bias and discrimination, and promote social harmony. Intercultural knowledge also leads to personal growth by expanding one's worldview, challenging assumptions, and developing empathy and understanding towards others. Thriving in the twenty-first century requires understanding the role of culture and history in shaping individuals, communities, and nations. Culture informs values, ideals, and all modes of expression. Culture influences an awareness of the world and our sense of self. Although there are profound cultural constants in human existence, there are also significant differences among cultural communities. Understanding these differences and how to engage people from other cultures effectively and ethically is essential to success in the post-modern world.

**Background:** Intercultural Knowledge is an expansion of the current Global Literacy CLO to include local and regional in addition to international cultures. The United States increasingly consists of

cultural minorities. Many of these minorities come from voluntary immigration; however, African Americans, who constitute an essential component of the United States, have their origin in the involuntary immigration of slavery. All groups have their own histories and forms of expression that differ in significant ways from the historically majority population of the United States.

## **Ethical Reasoning**

**Definition:** Students will make reasoned and informed judgments about right and wrong in human conduct. Students will assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions.

**Rationale:** To be an educated person requires more than specialized knowledge and technical skills. It also means individuals can understand, evaluate, and act on their ethical responsibilities. Ethics refers to standards of behavior that tell us how human beings ought to act in our roles as citizens, workers, students, professionals, friends, family members, and so on. An FSU education should help shape students' ethical values, moral reasoning, and their readiness to accept personal and social responsibility.

**Background:** Ethical Reasoning is part of Ethics and Civic Engagement in the current Core. the recommendation to separate the two components stems from the UNC System policy change establishing a mandatory course covering the Foundations of American Democracy. A review of the CLO and of the courses that fulfill it convinced the Task Force that it would be easier to accommodate the requirement if the two CLOs were distinguished.

## **Soft Skills**

**Definition:** Students will assess their prior learning, readiness for further learning, and mastery of learning undertaken; set goals and plans for projects, assess them periodically, and adapt as needed to complete projects; demonstrate curiosity, initiative, persistence and resilience in pursuing goals; listen actively to and understand the perspectives of others; and collaborate effectively with others toward the accomplishment of common goals.

**Rationale:** Learning requires more than a set of facts and concepts to be mastered. It also requires skills and attitudes on the part of the learner: self-assessment, time management, motivation, empathy, and teamwork. Without these so-called soft skills, students cannot succeed in their education, careers, or lives after graduation.

**Background:** Soft skills consistently came near the top of potential core learning outcomes in the survey, the focus groups, and the Delphi rounds. The challenge was how to create a CLO that was comprehensive, succinct, and assessable. The solution proposed here was to focus on those attributes that can be readily assessed in the undergraduate educational context.

## **Discussion**

This set of CLOs was the result of several considerations. In surveys and focus groups, students, alumni, and faculty consistently put critical thinking and communication at the top of their list of most important CLOs. In the Delphi rounds, information literacy – the ability to find and assess sources, analyze, and use their content to reach conclusions, and support one's conclusions with

reason and evidence - emerged as an important additional intellectual skill. That led the Task Force to propose Information Literacy and Inquiry and Analysis to capture the essence of the research process. Digital literacy was closer to the middle of the pack in terms of perceived importance. However, it clung to a place of importance in the Delphi rounds. The Task Force decided it was too important not to be included in a Core for the future.

If the FSU community valued intellectual skills, it also put people skills near the top of its recommendations. Ethical reasoning was among the most important skills for all groups of respondents. Emotional intelligence, lifelong learning, and teamwork were also highly rated. Intercultural knowledge – whether of global cultures or of the diverse populations within the United States – was consistently above average in ratings of importance.

The stakeholder input process generated many potential CLOs. The Delphi rounds reduced that number to ten. The Task Force decided to reduce that number even further to the eight recommended in this report for the following reasons:

- (1) Some important areas of any Core curriculum – such as mathematics, the natural sciences, and the humanities – can be included as content areas rather than CLOs as such.
- (2) Both the Information Literacy and Inquiry and Analysis CLOs are constructed in such a way that they can be adapted to different disciplines.
- (3) The Task Force recommends a set of CLOs that apply to ALL students in ALL majors at ALL stages of their undergraduate careers. (As an example of how this affected the recommendation, this consideration eliminated Quantitative Reasoning as a CLO.)
- (4) All students need to communicate in all majors at all stages of their education.
- (5) All students need a foundation in quantitative reasoning skills, but not to the same degree of development in all majors. (Quantitative Reasoning is retained as an Essential Skill, but it is not a CLO. The recommendation is that Quantitative Reasoning be assessed under Inquiry and Analysis.)
- (6) Assessment is another reason for a relatively short list of CLOs. Good educational practice and regional accreditation standards require that we assess our CLOs regularly. The Core Curriculum is the largest academic program on our campus. At any one time, almost half the undergraduate population is taking at least one Core course. Assessing so many courses is already a daunting task. Having 10-15 CLOs makes that even harder. Best practice is to have a small number of CLOs and assess them rigorously.
- (7) The provost requested a Core that can be readily recognized and understood by students. Because the Core consists mostly of courses outside a student's major, it is especially important that we explain why students take Core courses and how these courses relate to their major. One powerful way to do this is to show that the skills developed in the Core are developed in-depth and more comprehensively in the major. Having a small set of universal CLOs is an effective way of communicating relevance. It further permits branding, such as the proposed "The Heart of a Bronco," that can convey this message succinctly.

## CORE REQUIREMENTS

Under the current Core, every Core requirement has a distinct CLO. Under the proposed Core, there is more independence between requirements and learning outcomes. Core requirements indicate the courses students must take to master the CLOs and meet other goals of the Core Curriculum.

**The Task Force recommends the following requirements (Table 1):**

**Table 1. Recommended Core Requirements**

Category	Type	Requirement	CLO	Cr
Essential Skills (14-15 credits)	UR	University Studies*	SOFT	2
	GE	Written Communication	COMM	3
	GE	Information Literacy	INFO	3
	GE	Oral Communication	COMM	3
	GE	Quantitative Reasoning	INQU	3-4
	UR	Digital Literacy**	DIGI	3
Disciplinary Perspectives (13-14 credits)	GE	Natural Science***	INQU	4-8
	GE	Social Science	Variable	3-6
	GE	Humanities	Variable	3-6
Interdisciplinary Themes (11 credits)	UR	Ethical Reasoning****	ETHICS	3
	GE	Reasoning About American Democracy****?	CRIT	3
	GE	Global and Cultural Experiences***** Global Literacy African American Experience	INTER	3
	UR	Life Skills Sustainability Health and Wellness Financial and Entrepreneurial Literacy	SOFT	2
Core Electives (0-10 credits)	Either	From approved core courses	Variable	0-10
Totals	UR			7
	GE			31-33
	Total			38-41

\*Students who transfer in 30 or more hours are exempt.

\*\*Digital Literacy is a University Requirement that can be satisfied by any Digital-Literacy-Designated course in the Core or the major. If a Digital Literacy course is not required in the major, enough Core courses will have the Digital Literacy designation that the requirement will not add credits to the degree.

\*\*\* At least one natural science class must include its associated lab.

\*\*\*\*Students transferring in 60+ credit hours are exempt from this requirement.

\*\*\*\*\*Not required for students with 30+ transfer credits from a foreign institution. Students do not earn credit if the requirement is waived.

The Core requirements are grouped into three main categories:

## Core Requirement Categories

### Essential Skills

Essential Skills are those so foundational that they require a dedicated Core course. University Studies addresses the Soft Skills that enable students to succeed in all their courses: self-assignment, planning, collaboration, etc. Written and Oral Communication are similarly essential skills that many students struggle to master at the level expected in college courses. In the proposed Core, Written Communication includes ENGL 120, research writing. In addition to Communication, this course develops Critical Inquiry skills. Lastly, all students need an introductory level of Quantitative Reasoning. Experience has shown that this skill is best developed in a course dedicated to this purpose.

- **University Studies:** University Studies courses ensure that students have the Soft Skills necessary to succeed in higher education. These include self-assessment, planning and goal setting, persistence and resilience, communication, and collaboration. University Studies courses give students an orientation to FSU's programs, offices, and services and an overview of the Core Curriculum.
- **Written Communication:** Written Communication courses provide a foundation for college-level writing, including both essay and research writing.
- **Oral Communication:** Oral Communication courses provide a foundation for speaking in various contexts: public speaking, meetings, interpersonal communications, etc.
- **Quantitative Reasoning:** Quantitative Reasoning courses provide skills that allow students to analyze and manipulate number, quantity, shape, and volume.
- **Digital Literacy:** Digital Literacy is a University Requirement that can be satisfied by any Digital-Literacy-Designated course in the Core or the major. If a Digital Literacy course is not required in the major, enough Core courses will have the Digital Literacy designation that the requirement will not add credits to the degree.

### Disciplinary Perspectives

Another goal of the Core Curriculum is to ensure that students have a well-rounded understanding of the natural world, the social world, and the humanities, as well as of the methods used in the disciplines that study them. The Task Force recommends the following Disciplinary Perspectives:

- **Natural Sciences (NSCI):** The Natural Sciences study the phenomena of the physical and biological worlds using the methods of observation and experimentation.
- **Social and Behavioral Sciences (SSCI):** The Social and Behavioral Sciences study the behavior of individuals and groups using the methods of observation, experimentation, and qualitative analysis.
- **Humanities and Creative Arts (HUMN):** The Humanities and Creative Arts study the human experience through humanity's cultural and artistic expressions. The Humanities use critical inquiry to analyze and interpret cultural products, but they can also challenge students to create works of art and literature.

A feature of the proposed Disciplinary Perspectives category is **that the number of credits for each Perspective may vary**. All students must take at least one course from each Perspective. For

the Natural Science Perspective, the lecture course must be accompanied by its associated lab. In addition, all students must take one additional Perspective course to fulfill the Category requirement of 13-14 credits. Which additional Perspective course the student takes will depend on

- **Major requirements:** Some majors may specify that students take two Natural Science courses or two Humanities courses.
- **Student preferences:** If the major program does not specify the additional perspective, students may take any course that satisfies any one of the Perspectives.

This flexibility allows majors that require a substantial foundation in one of the Perspectives to require two Core courses. However, it provides flexibility for students in other majors to take courses that interest them. It also provides more flexibility for transfer students to have their credits accepted for Core requirements.

### Interdisciplinary Themes

There are important skills, knowledge, and issues that may be approached from a variety of disciplines. These Interdisciplinary Themes include areas all students should understand.

1. **Ethical Reasoning** is one of the Core Learning Outcomes. It can be studied as a subject of philosophy but also addressed from different disciplinary perspectives.
2. **Reasoning About American Democracy** is designed to contain the UNC System requirement that all institutions require a course on the Foundations of American Democracy. This is more restrictive than the current Ethics and Civic Engagement requirement. **The Task Force recommends that a new course, RAAD 110, Reasoning About American Democracy, be created to satisfy this requirement. The Task Force recommends that an interdisciplinary subcommittee be created to develop this course.**
3. **Intercultural Knowledge** is another CLO that can be studied from different disciplinary perspectives. The Core Task Force recommends that two tracks of Intercultural Knowledge be recognized:
  - **Global Literacy:** These would be courses designed to help students understand cultures around the world.
  - **African American Experience:** These would be courses designed to help students appreciate African American history and culture.

Students could satisfy the Intercultural Knowledge requirement by taking a course from either of these tracks.
4. **Life Skills** allow students to develop Soft Skills in an area of relevance to them. The Task Force recommends that the following Life Skills be approved initially:
  - **Health and Wellness:** Courses designed to enhance personal health and well-being.
  - **Financial and Entrepreneurial Literacy:** Courses designed to promote business-informed approaches to personal finance and entrepreneurial thinking.
  - **Sustainability:** Courses designed to promote action to promote sustainability in the personal, professional, and civic realms.

Additional Life Skills Themes may be proposed by faculty, subject to approval by the Core Curriculum Committee. In particular, **the Task Force recommends that the One-Stop Center**

**develop an elective 400-level UNIV course for graduating seniors focusing on Soft Skills and the transition from the university to the professional world.**

### Core Electives

Core Electives are a consequence of a proposed feature of the revised Core Curriculum: **A single course may fulfill more than one Core requirement.** Every Core Course **MUST** be certified under one Core Learning Outcome. In addition, a Core Course **MAY** be certified under ONE Disciplinary Perspective and/or ONE Interdisciplinary Theme. If a Core course is certified under BOTH a Disciplinary Perspective AND an Interdisciplinary Theme, it can satisfy BOTH Core requirements. Consider the following examples:

**Table 2. One Course, Multiple Requirements**

Course	DP	IT
SOCI 210, Principles of Sociology	SSCI	
SOCI 150, The Global Society	SSCI	INTER
ENGL 240, Introduction to Literature	HUMN	
ENGL 220, African American Literature 1	HUMN	INTER
PHIL 110, Critical Thinking	HUMN	
PHIL 120, Moral Principles	HUMN	ETHICS

All six courses fulfill Core requirements. However, for each discipline, one Core course fulfills only one requirement – Disciplinary Perspectives – whereas the other course satisfies both a Disciplinary Perspective and an Interdisciplinary Theme.

It is possible for a student to take two Disciplinary Perspective courses that also fulfill Interdisciplinary Themes (Table 3).

**Table 3. One Student, Multiple Requirements**

Course	DP	Theme
PHIL 120, Moral Principles	HUMN	ETHICS
HIST 110, World History to 1600	SSCI	INTER

Although one course may satisfy two Core requirements, the credit hours only count once. Students are still required to take at least 38 hours of Core courses. Such Core courses taken to fulfill the credit hour minimum would be **Core Electives**, because students can take any Core course to fulfill the requirement. The Core Elective requirement ensures that students have a firm grounding in the Core Curriculum while giving them flexibility to take Core courses that either interest them or fulfill major requirements.

Core Electives also ensure fairness in Core requirements. Because of major requirements restricting Core course selection, some students may not be able to take courses fulfilling more than one requirement. Some transfer students may have prior courses that fulfill one but not two Core requirements. Or Core course availability may be such that, when a student can register, the only options are Core courses fulfilling one requirement. Because Core Electives are subject to variation due to factors beyond the control of the student, **the Task Force recommends that**

**students take at least 38 hours of Core courses, including Core Electives if necessary.** Transfer students have exemptions built into the UNIV, Ethics, and RAAD requirements that may lower the number to 30 hours, depending on the number of credits they transfer.

## General Education vs. University Requirements

Core requirements are also divided into General Education and University Requirements.

**General Education** requirements are those satisfying SACSCOC requirements for general education. To meet SACSCOC requirements, a General Education course “ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACSCOC Standard 9.3.a). To be accredited, SACSCOC requires “a minimum of 30 semester hours or the equivalent” of such general education courses (SACSCOC Standard 9.3.b). The proposed Core includes 31-33 hours of General Education courses.

**University Requirements** are those that FSU deems important for all students but that may not meet SACSCOC restrictions. Examples include Ethical Reasoning, which includes courses in Education, Nursing, Social Work, and Business Administration. Digital Literacy is another University Requirement that can be met by courses in the Core or the Major.

## Core Courses

Because there are few changes in the basic Core requirements, **the Task Force recommends that courses certified under the current Core curriculum be pre-approved to satisfy the corresponding requirement(s) in the revised Core.** Appendix 10 has a list of current Core courses with the recommended CLO and requirements. Appendix 11 is the same list, sorted by proposed Core requirements.

In most cases, the CLOs and requirements are clear. There are a couple of situations that will need to be clarified by departmental faculty:

- **Social Science and Humanities CLOs:** Because CLOs are not tied to Core requirements in the proposed Core curriculum, some requirements can be satisfied by courses certified under a variety of CLOs. **The Task Force recommends that all Natural Science courses be certified under the Inquiry and Analysis CLO.** However, there are no CLOs specifically for Social Science and Humanities. Instead, these courses might be certified under Information Literacy, Inquiry and Analysis, Intercultural Knowledge, Ethical Reasoning, etc. The Core Curriculum Committee will consult with the appropriate departments to determine which CLO is most appropriate for specific courses.
- **Ethics and Civic Engagement CLO:** The current requirement and CLO of Ethics and Civic Engagement is being divided into two separate requirements under the proposed Core: Ethical Reasoning and Reasoning About American Democracy. Reasoning About American Democracy is reserved for the proposed new RAAD 110 course, which will be designed to meet the specific requirements of the UNC Foundations of American Democracy policy. Most current Ethics and Civic Engagement courses are not appropriate for the RAAD



requirement. Several are already easily identifiable as Ethics courses: for example, PHIL 120, Moral Principles; CRJC 203, Criminal Justice Ethics. Others are less easily identified – for example, ENGL 233, Hip-Hop, Politics, Pop. Departmental faculty will need to determine whether the course can be redesigned as an Ethics course.

## Core in the Major

In the proposed Core Curriculum, the Core is a four-year journey. Students begin developing Core skills in the lower division Core courses, but they continue to develop Core skills in the major. Transfer students who never took a general education course at FSU continue to develop their Communication, Critical Thinking, and other Core skills in their major courses. To acknowledge this reality, assess its impact, and take advantage of it, **the Task Force recommends the following:**

1. **All major programs should map their required major program learning outcomes and required courses onto Core Learning Outcomes.** This will allow students and faculty to see which CLOs are developed and where.
2. **All major programs should develop a one-paragraph Bronco Core statement explaining how the Core helps students acquire the basic skills needed for success in their major and how their major helps students further develop the Core skills they need for success after graduation. This statement should be posted on the program website.**

The above recommendations (1-2) should be implemented immediately. See Appendix 9 for a proposed Core-Major Mapping Form and a draft example for the History BA program. The Task Force recommends that the following be considered for eventual adoption:

3. **Required major courses that devote a substantial percentage of their assignments and assessments to CLOs can be certified as Advanced Core courses.** They will follow the same approval process as for lower-division Core courses. They will also be required to submit assessment reports for the CLOs under which they are certified.
4. **Advanced Core courses can satisfy Core requirements for transfer students who do not transfer in an equivalent lower-division Core course.** For example, if a major has a course that is certified as Advanced Core for Ethical Reasoning, transfer students can use that course to satisfy the Ethical Reasoning Core Requirement. They will not be required to take a lower-division course to satisfy the requirement.
5. **All major programs should designate a capstone course in which culminating products of learning will be assessed for CLO mastery in addition to their assessment for major PLOs.** Samples of such work could be used by Core Assessment Committees to assess senior mastery of CLOs.

Recommendations 3-5 could be considered as long-term goals. In particular, recommendation 5 could make the Core assessment of graduating seniors much more meaningful and useful.

These recommendations regarding Core in the Major have several benefits:

1. They will reinforce the fact that Core skills are connected with major skills.
2. They will allow greater flexibility for transfer students to fulfill Core requirements without exempting them from those requirements.

3. They will allow FSU to replace the Graduating Senior Assessment requirement with assessment of senior capstone projects. This will provide more meaningful Core assessment data while eliminating a barrier to graduation.

## ASSESSMENT AND TEACHING

### Assessment

Having a Core curriculum is one thing; ensuring that all students master it is another. That is why our accrediting body – SACSCOC – and all other regional accrediting bodies require institutions to assess the extent to which students are mastering their core learning outcomes and use the results to improve teaching and learning.

FSU has a robust tradition of Core assessment. We require every Core course to be assessed every two years. We require faculty to review the results of those assessments and determine steps they can take to improve student performance in the next assessment cycle. We require departments to report Core assessment results in their OPAR each year. And we require all graduating students to take a standardized Graduating Senior Assessment.

**The Task Force recommends that every Core course be assessed to determine the degree to which students master the primary CLO under which the course is certified.** This is a continuation of current practice. Currently, courses fulfilling University Requirements are exempt from the Core assessment process. **The Task Force recommends that University Requirements be reintegrated into the Core assessment program.**

Despite this strong culture of Core assessment, there is room for improvement, and a review of the Core curriculum is an opportunity to do so.

Some improvements involve the reporting and review of Core assessment results. The current reporting system consists of spreadsheets compiled for each Core course and uploaded into the departmental OPAR (Operational Planning and Assessment Record). This method is cumbersome for individual instructors and departments, and it makes it difficult to compare Core courses within the same department, much less between departments and colleges. **The Task Force recommends that a uniform system of Core assessment reporting supported by the appropriate assessment technology be adopted.** That reporting system should allow assessment results to be compiled and compared across courses in different departments and colleges that offer courses assessing the same CLO.

Other improvements would require a change in how assessment is conducted. Currently, instructors assess their own students as part of the grading process. This introduces the possibility of instructor bias, less toward individual students than toward higher assessment scores. Best practice is to have student work rendered anonymous and scored independently by a team of experts that may include or may not include the instructor. This reduces the chance of instructor bias, but it increases the workload on faculty. **The Task Force recommends that assessment be separated from the instructor and from the grading process. It further recommends that faculty be given the training and support to develop such Core assessment teams.**

One solution to the problem of instructor bias is to have all assessments based on common multiple-choice instruments. This eliminates instructor bias, but it raises questions about the relevance of the assessment instrument. Best practice is to base assessment on student products of learning that embody the ways in which students will be expected to produce work for their academic or professional careers. This is called authentic assessment, and it tends to favor the use of papers, projects, presentations, and portfolios over standardized assessments. Currently, some disciplines use standardized assessments and others use authentic assessments. **The Task Force recommends that authentic assessments based on rubric scoring be used for Core assessment wherever feasible.** The recommended rubrics for each CLO can be found in Appendix 2.

Because of the labor-intensive nature of rubric-based assessment scoring, **the Task Force recommends that scoring be conducted during the summer after assessments are implemented. External faculty assessors should be recruited, trained, and compensated for their labor.** These assessors should be recruited from FSU faculty, preferably those teaching the Core courses being assessed. **The Task Force also recommends that scoring be conducted on samples of student work rather than on all students in assessed courses.**

The demands of authentic assessment are such that current assessment reporting requirements are unsustainable. **The Task Force recommends that the assessment cycle be changed from two years to three years.** This will allow more time for developing and implementing valid assessment instruments, scoring student work, and using results to improve student performance. In short, it will lead to improved student learning and success. A recommended Core assessment cycle is described in Appendix 4.

Finally, **the Task Force recommends that the current Graduating Senior Assessment be discontinued and replaced by an assessment of samples of senior work from capstone courses.** The University should develop a senior assessment program that sets expectations for senior capstone work but that does not require senior capstone instructors to assess that work. Assessment would instead be done as part of the overall Core assessment work. Work from capstone courses would be included in the samples scored by external assessors. This recommendation should be phased in during the second cycle of Core assessment.

The proposed Core assessment model changes the nature of departmental assessment reporting. Because departmental faculty will not assess their own students, they will not report assessment scores as is current practice. Instead, the departmental assessment reporting cycle will mirror the overall Core assessment cycle:

- **Year 1 – Preparation.** Departments will set goals for faculty development, assessment instrument development, and course redesign to maximize student success on the assessment scores. Departments will report on the extent to which they met their goals.
- **Year 2 – Implementation.** Departments will set goals for implementation of assessment instruments, related instruction, and instructor participation in assessment scoring. Departments will report on the extent to which they met their goals.

- **Year 3 – Review and Use of Results.** Departments will set goals for the review of assessment reports and the use of results. They will report on the extent to which they met their goals.

## Teaching

The above recommendations will improve the quality of Core assessment. However, improvements in student learning and success depend on improvements in teaching. Most faculty review their teaching strategies as a part of the Core assessment process, but there is currently no way of capturing those strategies. **The Task Force recommends that the Core course certification and assessment program require a teaching and learning plan so that this information can be collected.**

Designing assessments, courses, and teaching strategies to promote student learning of CLOs under a redesigned assessment model will require significant faculty development. **The Task Force recommends that faculty development for assessment and teaching be developed for each CLO.** Faculty should complete such training before teaching in the Core, or as soon as possible. Departments should report faculty completion of such training as part of their assessment plan. Given the need to reinforce CLOs other than the primary CLO, such training should be available to all faculty teaching in the core, and instructors should be recognized for completing such training.

Some teaching strategies are specific to individual courses and disciplines. However, there is a large and growing body of research on teaching and learning in higher education showing that there are teaching strategies that can improve student learning and success in all courses. There are also challenges specific to Core courses at FSU. The Core Review Teaching Subcommittee identified several such challenges:

- **Motivation:** Most Core courses are outside a student's major. Core teaching must motivate all students.
- **Diversity:** FSU is an HBCU with a high percentage of non-traditional students. Core teaching must address the needs of a diverse student population.
- **Equity:** FSU enrolls a high percentage of Pell-eligible and academically less prepared students. Core teaching must address the needs of these students.
- **Technology:** FSU has a high percentage of online programs and courses. Core teaching must address the needs of students who will almost certainly take online and/or hybrid courses.

In addition to identifying challenges, current research on teaching and learning also offers evidence-based solutions. Much of this research is embedded in the courses offered by ACUE, the Association of College and University Educators. **The Task Force recommends that such faculty development be funded at a level that will enable all instructors teaching Core courses to complete it.** This research is also included in the Quality-Matters-based instructor certification programs for online and hybrid teaching. However, there is currently no mechanism for ensuring that Quality Matters standards are implemented in face-to-face courses. Core Teaching and Learning plans should include a discussion of ways in which relevant principles of good instruction are implemented in Core courses, regardless of the mode of instruction.

Core instructors need to help students understand how their Core course helps students develop Core skills. For this reason, the syllabus of every core course should include CLOs and course learning outcomes. The syllabus should indicate the Primary CLO under which the course is certified as well as any Secondary CLOs either relied upon or developed in the course. The syllabus should also indicate the teaching strategies used to help students master CLOs. An example of how this might look is provided in Appendix 5.

## SUPPORT

The success of students in the Core depends on more than curriculum, assessment, and teaching. It also requires effective academic support, expert personalized advising, and co-curricular activities that reinforce Core Learning Outcomes.

Effective academic support and advising begins with the recognition that the Core is essential to the success of all students, whether they are entering first-year students or rising seniors. All advisors must help students understand this in their communication with their advisees. **The Task Force recommends that training for advisors and academic support staff be reviewed to ensure that advisees see the Core as an opportunity to develop needed skills rather than as an obstacle to be overcome.**

Successful navigation of the Core will also depend on advisors understanding the requirements and opportunities of the revised Core. For students who enter as first-time-in-college students, that means helping them complete Core requirements as soon as possible. For transfer students, on the other hand, the situation is more complex. Transfer students enter with varying amounts of transferrable Core equivalents. In the proposed Core, transfer students may be able to combine lower-division core requirements, and they may be able to satisfy certain Core requirements in the major. Advisors must understand these requirements and opportunities and advise transfer students accordingly.

Whether students are transfers or first-time-in-college, interacting with advising and academic support staff is a great way to develop and reinforce Soft Skills. Creating a success plan, locating campus resources, making and keeping appointments, assessing one's progress and making adjustments as needed are all Soft Skills. **The Task Force recommends that advising and academic support training be reviewed to ensure that students understand these services as opportunities to develop Soft Skills.** Moreover, advising and academic support software is designed to capture this information. The following screenshot of an EAB Navigate appointment summary shows information that appointment creators can enter to assess student Soft Skills. Entering, collecting, and analyzing such information could help FSU get a better picture of student mastery of this CLO.

**Figure 1. EAB Appointment Summary**

## Assignments Discussed

Research Project, Final Exam

## Objectives of the Session

Mentoring, course progress, declaration of major

## Study Skills Used

## Goals for Next Session

Student arrived on time and was ready to begin our session.

☐ Yes ☐ No ☐ N/A

Student was prepared (attended class, read lesson, had notes, etc.)?

☐ Yes ☐ No ☐ N/A

Student asked for explanation of material not understood?

☐ Yes ☐ No ☐ N/A

Student responded positively to instruction (as you suggested)?

☐ Yes ☐ No ☐ N/A

Student was aware of future assignments?

☐ Yes ☐ No ☐ N/A

Student shows a better understanding of the material since our last session.

☐ Yes ☐ No ☐ N/A

## Appointment Summary

Transfer students cannot take advantage of Core opportunities in the major if they are restricted from declaring a major and/or taking major courses before they complete the Core. In general, the proposed Core recognizes that the boundary between the Core and the major is more fluid. The Core provides skills that enable students to succeed in the major, but the major develops Core Learning Outcomes further than lower-division introductory courses can. For this reason, **the Task Force recommends that students be able to declare a major and take major courses as soon as they meet the conditions for admission to the major and as soon as they complete the prerequisites for major courses.** The current practice of requiring students to complete the Core before declaring a major or taking major courses is counter productive. Freshmen are motivated to complete Core courses if they are motivated to graduate, and they are motivated to graduate by progress in the major. Transfers need to take Core and major courses whenever they can, without an artificial barrier to taking the latter.

The co-curriculum offers an important domain for helping students master Core Learning Outcomes. In addition to Communication skills, co-curricular activities offer students motivating opportunities to strengthen their Soft Skills and Ethical Reasoning, among other CLOs. For this reason, **the Task Force recommends that co-curricular organizations map the CLOs onto their goals and activities.** This will allow students, faculty, and advisors to recommend co-curricular activities that best fit each student's interests and needs. It will also allow students to document their experience related to CLOs.

Figure 2. Bronco Advantage Co-Curricular Transcript



**Co-Curricular Transcript**

**Name:** John Brooks
**Username:** jibrooks
**Date:** July 11, 2024

**Student Engagement**

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**University College**  
**Positions Held**  
 Primary Contact (8/26/2015 - 10/1/2015)

**Positions Held**  
 Student Organization Advisor (2/7/2012 - 9/10/2019)

**Positions Held**  
 Primary Contact (7/18/2011 - 9/5/2014)

**Positions Held**  
 Member (7/18/2011 - Present)

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This document is officially recognized by Fayetteville State University as a accurate representation of the co-curricular activities that this student was engaged in while attending Fayetteville State University. For more information about Engagement Activities at Fayetteville State University please contact Student Affairs at: (910)672-1166.

## GOVERNANCE

The Core Curriculum is the largest academic program at FSU. As an academic program, the Core Curriculum is the faculty's primary responsibility. As a large program spanning every academic college, the Core requires administrative oversight and support.

The Core Curriculum both draws from and serves all academic colleges. For this reason, its academic home is generally outside any one college. Formerly at FSU, the Core Curriculum was the responsibility of the University College, which served undeclared and first-year students. However, a recent reorganization eliminated the University College, raising the question of which office should be responsible for the Core Curriculum.

**The Task Force recommends that the Core Curriculum Committee report to the provost or to a designee within Academic Affairs.**

Currently the Core Curriculum Committee consists of 13 members and a chair. The faculty members represent the academic colleges, and the One-Stop Center as follows:

**Table 4. Current and Proposed Core Curriculum Committee Composition**

Unit	Current	Proposed
Chair	1	1
CHSS	4	4
CHST	4	4
COE	2	2
BCBE	2	2
UC/One-Stop	1	1
Student	1	1

**The Task Force recommends that the composition of the Core Curriculum Committee remain the same, changing the former University College representative to the Bronco One-Stop. The Task Force further recommends that the Core Curriculum Committee be empowered to appoint non-voting ex-officio members as it sees fits.** (In the past, ex-officio members have included a representative from the Office of the Registrar and the Director of the Office of Civic Engagement and Service Learning. Such ex-officio members provide valuable insights that the Committee can use to inform its deliberations.)

Currently, members of the Core Curriculum Committee are appointed for three-year terms by the provost upon the recommendation of the academic deans. **The Task Force recommends that the term length and manner of appointment remain the same.** The Chair was formerly the Assistant Dean of University College for Core. With the dissolution of University College, that position no longer exists. Because of the primary role of faculty in the development of curriculum, SACSCOC recommends that core curriculum committees be chaired by a faculty member rather than an administrator. For this reason, **the Task Force recommends that the Chair of the Core Curriculum Committee be elected by the members of the Core Curriculum Committee for a two-year term.**

The current charge of the Core Curriculum Committee is to review proposals for curricular changes to the Undergraduate Core Curriculum and assessment plans for the courses that fulfill core requirements. It was also to review Core assessment reports and identify areas for improvement based on those reports. Under the existing assessment reporting, the Committee was never able to fulfill its responsibility to review assessment. The Task Force recommends that the Core



Curriculum Committee review proposals for curricular changes to the UCC and assessment reports on Core teaching and learning. **The Core Curriculum Committee should be empowered to make changes to the assessment process, documents, rubrics, and/or calendar as it sees fit.**

To fulfill its charge, the Core Curriculum Committee will need administrative support. For the last years of the University College, that support came from the Assistant Dean of University College for Core. The Assistant Dean oversaw a variety of functions essential to the Core:

- Chairing the Core Curriculum Committee.
- Compiling Core assessment reports and distributing the results. This included working with departments where core assessment reporting was missing or deficient to improve reports.
- Conducting periodic workshops on Core assessment for FSU faculty.
- Developing and implementing programs to improve teaching in the Core Curriculum. Two such programs were a Global Literacy workshop and an Ethics and Civic Engagement workshop. These workshops certified faculty to offer specialized courses – GLBL 200 and ETCE 200 – to satisfy core requirements.
- Developing, implementing, and assessing a Core module in the Freshman Seminar to ensure that entering students understand the Core curriculum.
- Overseeing the Graduating Senior Assessment.
- Providing enrollment projections for Core courses to ensure that the needs of the entering class are met.
- Tracking and managing the review of academic proposals adding courses to, removing courses from, or changing courses in the Core.

Reviewing the FSU Undergraduate Catalog to ensure that any changes to the Core Curriculum are accurately reflected in every major program.

To support the work of the Core Curriculum Committee and to oversee programs that benefit the Core as a whole, **the Core Curriculum Committee recommends that a Director of Core Curriculum position be established.** This should be a 12-month position and should be filled by someone with an extensive background in core teaching. That person should teach at least one Core class. Academic Affairs should pay the department to replace sections lost by the course reductions and a stipend for assessment reporting and Catalog review in the summer. The Director of Core Curriculum should be appointed by the provost on the recommendation of the Dean of the College of Humanities and Social Sciences (CHSS) and with the consent of all the deans. The Director of Core Curriculum should report to the provost or designee.

The Director of Core Curriculum and the Core Curriculum Committee need administrative support to accomplish their goals. **The Task Force recommends that the Director of Core Curriculum be housed in a unit of Academic Affairs** – possibly the Office of Institutional Effectiveness, Research, and Planning. This unit should be prepared to allocate a percentage of the time of the administrative associate to support the Director of Core Curriculum.

The Core Director will also need the assistance of other faculty to ensure the full development of Core teaching and learning. The Core Curriculum Committee will need subcommittees for each of the CLOs. The Subcommittees will be charged with recommending best practices in assessment and teaching for their assigned CLO. They will review, revise, and approve CLO rubrics. They will review certification proposals and assessment plans for their assigned CLO. They will review Core assessment reports and make recommendations to the Core Curriculum Committee on ways to improve student performance. Each of these subcommittees will need a chair who assists the Core Director. **The Task Force recommends that Core Faculty Fellows be appointed to oversee teaching, learning, and assessment in the different CLOs.**

To stay informed of best practices in general education, **the Task Force recommends that the Core Director have funds sufficient to send at least four faculty each year to an AAC&U general education conference.**

In short, pursuing excellence in Core student success will require a dedicated staff and the budget to support it. A hypothetical budget can be found in Appendix 6.

## APPROVAL AND IMPLEMENTATION

### Approval

**The Task Force recommends that the framework of the revised Core Curriculum be approved by the end of Fall 2024.** This is an aggressive but doable timetable. The approval process should include a period of presentation and feedback to campus stakeholders, a period of revision by the Task Force based on the feedback, and a final push for approval by the Faculty Senate.

The Task Force will give presentations on its recommendations to the range of campus constituencies: faculty, staff, students, alumni, employers, and community partners. It will solicit feedback via surveys, focus groups, meetings, and town halls through the end of September. The Task Force will use feedback to revise its recommendations and create an academic proposal by mid-October. The proposal will originate in the Core Curriculum Committee. It will require the academic deans' approval before being submitted to the Senate Academic Affairs Committee. Once the Academic Affairs Committee approves it, the proposal will be presented to the Faculty Senate for a vote.

A detailed approval calendar can be found in Appendix 7.

### Course Certification

Once the Core Framework is approved, **the Task Force recommends that all courses intended to satisfy requirements under the revised Core be certified by the Core Curriculum Committee to ensure that they comply with the revised requirements. The Task Force further recommends that certification be a two-part process: conditional followed by confirmed certification.**

### Conditional Certification

To expedite the scheduling of courses for Fall 2025, **the Task Force recommends that courses be conditionally certified to satisfy the relevant requirement(s) under the proposed Core**

**Curriculum.** See Appendix 10 for a draft list of these courses. This list should be part of the Core proposal in Fall 2024. The list may be amended during the Core approval process by the Core Curriculum Committee. If a department wishes to amend the list of conditionally approved courses, the department chair responsible for the course must email the chair of the Core Curriculum Committee with the following information:

- Course Prefix, Number, Title, and Credits
- Justification. Does the course
  - Meet the SACSCOC definition of general education courses: “These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession”.
  - Address one of the Core Learning Outcomes.
  - Satisfy the requested requirement(s).

The request will be reviewed by the Core Curriculum Committee. If the Core Curriculum Committee approves the request, the course will be added to the list. If the Core Curriculum Committee does not approve the request, the course will not be added to the list. Departments can resubmit the course for consideration later via the academic proposal process.

The same procedure should be used for current core courses where the CLO may change – e.g., Social Science and Humanities courses.

Because courses not part of the current Core have not been reviewed by the Core Curriculum Committee, **the Task Force recommends that ONLY courses in the current Core Curriculum be included in the list of conditionally certified courses for the initial Core proposal during the academic year 2024-2025.**

There are two exceptions:

1. **Digital Literacy:** The courses proposed to satisfy Digital Literacy are not currently part of the Core. They should be added to the Core without having to submit a separate proposal.
2. **Reasoning About American Democracy:** Because this would be an entirely new course, it should go through the regular course approval process. Because this requirement must be implemented in Fall 2025, the course approval process should begin in Fall 2024, and the course should be approved in time to be added to the class schedule for Fall 2025.

Aside from these two exceptions, proposals to add courses to the Core should be deferred to 2025-2026. Such proposals will go through the regular course approval process.

### **Confirmed Certification**

Courses conditionally certified for the Core must be confirmed by an academic proposal that establishes that the course does indeed satisfy the core requirement(s) for which it has been conditionally certified.

Courses must be certified by the end of the academic year before which they will be assessed. If a course is to be assessed in 2026-2027, its certification must be confirmed by the end of 2025-2026.

Core Certification will use the Undergraduate Course Change Form or the Undergraduate New Course Form as appropriate. Each proposal must have the course and “Core Certification” in the Name field. Core Certification requests must answer Yes to the following questions:

- Does this course impact the core curriculum?
- Is this a substantive proposal?

Proposals that answer No to either of these questions will be returned for revision.

The Proposal Description should indicate under which Core Learning Outcome the course will be assessed and which Requirement(s) (Essential Skill, Disciplinary Perspective, and/or Interdisciplinary Theme) it will satisfy.

The Rationale/Purpose for Change should provide a justification for the Core Learning Outcome and Requirements.

The List of Accompanying/Supporting Documents should list

- Course syllabus
- Course Teaching and Assessment Plan

See Appendix 8 for more information about these documents.

The Core Certification process will involve a large number of courses. To ensure that all the proposals are reviewed in a timely fashion, Core Subcommittees will be created for each CLO. Once the proposal reaches the Core Curriculum Committee stage, the relevant subcommittee will review the proposal. The subcommittees will report their recommendations to the Core Curriculum Committee. Approval by the Core Curriculum Committee will be the last stage of the process.

Finally, **the Task Force recommends that the new Core requirements be incorporated by default into major programs.** Major programs that specify Core courses for certain requirements must submit an Undergraduate Program Change Form to indicate the course(s) their program requires and to ensure that those restrictions are consistent with the revised Core Curriculum.

## Implementation

Implementing the revised Core Curriculum will be a multi-year project. It will include several stages, following the Assessment Calendar.

### Implementation Calendar Summary, 2025-2028

Year	Date	Tasks/Goals
24-25	Spring	<ul style="list-style-type: none"> <li>• Fall 2025 Class Schedule</li> <li>• Major program Catalog update proposals</li> <li>• Assessment Redesign</li> <li>• CLO Rubrics Developed</li> <li>• Assessment Prep for Assessment Cohort A</li> <li>• Advising Workshops for One-Stop</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Assessment Cohort A Redesign</li> <li>• Core Assessment Technology Design, Implementation</li> </ul>

Year	Date	Tasks/Goals
		<ul style="list-style-type: none"> <li>• Catalog Review</li> <li>• Early Orientation Presentations</li> </ul>
25-26	Fall 25	<ul style="list-style-type: none"> <li>• Assessment Cohort A Assessment Implementation</li> <li>• Faculty Development for Assessment Cohort B</li> </ul>
	Dec 25 – Jan 26	<ul style="list-style-type: none"> <li>• Assessment Pilot for Assessment Cohort A</li> <li>• Assessment Pilot Reporting</li> </ul>
	Spring 26	<ul style="list-style-type: none"> <li>• Core Certification for Assessment Cohort B</li> </ul>
	Summer 26	<ul style="list-style-type: none"> <li>• Updated Assessment Reporting for Cohort A</li> <li>• Course Redesign for Assessment Cohort B</li> <li>• Core Assessment Technology Design, Implementation for Cohort B</li> <li>• Catalog Review</li> </ul>
26-27	Fall 26	<ul style="list-style-type: none"> <li>• Assessment Review for Assessment Cohort A</li> <li>• Assessment Implementation for Assessment Cohort B</li> <li>• Assessment Prep for Assessment Cohort C</li> </ul>
	Spring 27	<ul style="list-style-type: none"> <li>• Core Certification for Assessment Cohort C</li> </ul>
	Summer 27	<ul style="list-style-type: none"> <li>• Assessment scoring and reporting for Assessment Cohort B</li> <li>• Course Redesign for Assessment Cohort C</li> <li>• Core Assessment Technology Design, Implementation for Cohort C</li> <li>• Catalog Review</li> </ul>
27-28	Fall 27	<ul style="list-style-type: none"> <li>• Assessment Implementation for Assessment Cohort C</li> <li>• Assessment review for Assessment Cohort B</li> </ul>
	Spring 28	<ul style="list-style-type: none"> <li>• Assessment prep for Assessment Cohort A</li> </ul>
	Summer 28	<ul style="list-style-type: none"> <li>• Assessment scoring, reporting for Cohort C</li> </ul>

## Spring 2025

The Fall 2025 class schedule will need to be created by the middle of Spring semester. **The Task Force recommends that the Fall 2025 class schedule be created under the presumption that courses will be approved for the Core requirement for which they are proposed.** This includes new courses.

A Core assessment calendar should be established by the end of Spring 2025. Best practice is to focus on one or two CLOs at a time. **The Task Force recommends that Core assessment focus on Communication and Critical Thinking for 2025-2026.** These CLOs have the fewest number of courses, but those courses have large enrollments and affect the success of many students. This will both provide a pilot of the revised assessment program and give other departments time to set up their own Core assessments.

## Summer 2025

The summer before the implementation of the revised Core curriculum will be critical to its success. For one thing, the revised Core must be accurately integrated into the Undergraduate Catalog for 2025-2026. This involves updating the Undergraduate Core Curriculum section and every major program.

Advisors need to be trained on the revised Core curriculum so that they can effectively advise both entering freshmen, new transfers, and returning students who may benefit from moving to the new Core and new catalog.

New student orientation needs to be implemented with the revised Core in mind.

## Fall 2025

The new assessment program and calendar will be implemented starting Fall 2025. Faculty development programs on integrating CLOs into Core courses will need to be developed.

### Implementation Calendar (Detail), Spring 2025

Date	Responsible	Action
Jan	Provost	Core Director appointed, begins duties;
W Jan 8	Core Director	College Presentations
T Jan 14	Core Curriculum Committee	
F Jan 17	Core Director	Report to Faculty Senate AA Committee
F Jan 24	Core Director	Report to OFD Faculty 4 <sup>th</sup> Friday
F Jan 24	Core Director, Subcommittees	Working groups on CLO rubrics established
F Jan 28	Core Curriculum Committee	
F Jan 31	Departments	Deadline to submit new or changed Core courses; Deadline to submit program changes to accommodate new Core
Feb	Departments	Fa 25 Class Schedule reflecting revised Core submitted
T Feb 9	Core Curriculum Committee	

<b>Date</b>	<b>Responsible</b>	<b>Action</b>
F Feb 14	Core Director	Report to Council of Chairs
Feb	Departments, Core Director	Instructors for RAAD 110 identified
T Feb 25	Core Curriculum Committee	
F Feb 28	Core Director, Subcommittees	Working groups on CLO rubrics for Critical Thinking, Communication report
T Mar 4	Core Curriculum Committee	
F Mar 7	Core Director	Report to Faculty Senate
T Mar 25	Core Curriculum Committee	
F Mar 28	Core Subcommittees	Rubrics
T Apr 8	Core Curriculum Committee	
T Apr 22	Core Curriculum Committee	
F May 2	Core Subcommittees	Rubrics finalized
T May 6	Core Curriculum Committee	Rubrics approved

## CONCLUSION

The recommended Core will improve student success at FSU. For traditional freshmen, it will provide a clear and relevant set of CLOs that will motivate them to succeed. For transfer students, it will provide flexibility to use transfer credits and major courses to satisfy Core requirements. For faculty, it will provide improved definitions and rubrics that will bring more clarity and focus to their courses. It will provide training and support for excellence in teaching in the Core.

## APPENDIX 1. CORE REVIEW TASK FORCE AND SUBCOMMITTEE MEMBERSHIP

### Core Review Task Force

Name	Position	Affiliation
Dr. Eugenie Almeida	Professor of Communication	College of Humanities and Social Sciences
Dr. Burcu Adivar	Interim Assoc Dean, BCBE	Broadwell College of Business and Economics
Dr. John Brooks*	Associate Professor of History	College of Humanities and Social Sciences
Dr. Shawn Conyers	Adjunct Assistant Professor of Mathematics	Lloyd College of Health, Science, and Technology
Dr. Marcus Cox	Dean	College of Humanities and Social Sciences
Dr. Miriam DeLone	Professor of Criminal Justice and Assistant Dean	College of Humanities and Social Sciences
Mr. Christopher Foster	Academic Advisor	Academic Affairs
Dr. Cierra Griffin	Exec Dir for Adult Learners, Transfers, and Military Students	Academic Affairs
Dr. Kendra Hancock	Assistant Professor and Sport Management Program Coordinator	College of Education
Dr. Reeshemah Johnson	Lecturer in Early Childhood, Elementary, Middle Grades, Reading and Special Subjects	College of Education
Dr. Naadiya Hopkins	Dir of Student Leadership Dev	Student Affairs
Prof. Soni Martin	Professor of Art	College of Humanities and Social Sciences
Dr. Nicole Lucas	Assoc VC for IERP	Academic Affairs
Dr. Meysam Manesh	Assistant Professor of Management	Broadwell College of Business and Economics
Dr. Terrence McAllister	Assistant Professor of Educational Leadership	College of Education
Mr. Joshua-Emmanuel McLaurin	Chair, Academic Affairs Committee, SGA	Student Government Association
Dr. Hector Molina	VC Info Techn and Telecomm	Information Technology Services
Ms. Xztashya Porter	Academic Affairs Committee, SGA	Student Government Association
Dr. Zahra Shekarkhar	Chair, Faculty Senate	College of Humanities and Social Sciences
Dr. Jiazheng Yuan	Associate Professor of Biological Sciences and Assistant Chair	Lloyd College of Health, Science, and Technology

\*Chair



## Curriculum Subcommittee

<b>Name</b>	<b>Position</b>	<b>Affiliation</b>
Dr. Eugenie Almeida	Professor of Communication	College of Humanities and Social Sciences
Dr. Paul Boaheng	Associate Professor of Philosophy	College of Humanities and Social Sciences
Dr. Jennifer Bushell Edghill	Associate Professor of Healthcare Management	Broadwell College of Business and Economics
Ms. Jessica Cerri	Head of Public Services	Chesnutt Library
Dr. Shirley Chao	Professor of Biological Sciences	Lloyd College of Health, Science, and Technology
Dr. Bola Ekezue	Associate Professor of Health Administration	Broadwell College of Business and Economics
Dr. Miriam DeLone*	Professor of Criminal Justice and Assistant Dean	College of Humanities and Social Sciences
Dr. Justin Graham	Assistant Professor of Biological Sciences	Lloyd College of Health, Science, and Technology
Dr. David Griffie	Professor of Theater	College of Humanities and Social Sciences
Dr. Kendra Hancock	Assistant Professor and Sport Management Program Coordinator	College of Education
Dr. Sherry Leviner	Assistant Professor of Nursing	Lloyd College of Health, Science, and Technology
Prof. Soni Martin	Professor of Art	College of Humanities and Social Sciences
Dr. Valentin Milanov	Associate Professor of Mathematics	Lloyd College of Health, Science, and Technology
Mr. Joshua-Emmanuel McLaurin	Chair, Academic Affairs Committee, SGA	Student Government Association
Dr. Micki Nyman	Professor of English, Assistant Chair	College of Humanities and Social Sciences
Dr. Trung Tran	Assistant Professor of Geospatial Science	College of Humanities and Social Sciences
Dr. Jiazheng Yuan	Associate Professor of Biological Sciences and Assistant Chair	Lloyd College of Health, Science, and Technology
Dr. Tamara Woods	Associate Professor of Social Work	College of Humanities and Social Sciences

\*Chair

## Assessment Subcommittee

Name	Position	Affiliation
Dr. Burcu Adivar	Interim Assoc Dean, BCBE	Broadwell College of Business and Economics
Dr. Lenora Hayes	Assistant Professor of Spanish	College of Humanities and Social Sciences
Dr. Reeshemah Johnson	Lecturer in Early Childhood, Elementary, Middle Grades, Reading and Special Subjects	College of Education
Dr. Ji Young Kim	Associate Professor of English, Chair	College of Humanities and Social Sciences
Dr. Nicole Lucas	Assoc VC for IERP	Academic Affairs
Dr. Meysam Manesh*	Assistant Professor of Management	Broadwell College of Business and Economics
Dr. Hector Molina	VC Info Techn and Telecomm	Information Technology Services
Dr. Radoslav Nickolov	Professor of Mathematics, Chair	Lloyd College of Health, Science, and Technology
Dr. Darren Pearson	Assistant Professor, Assistant Chair	Lloyd College of Health, Science, and Technology
Dr. Angela Taylor	Associate Professor of Criminal Justice	College of Humanities and Social Sciences
Dr. Kimberly Tran	Associate Professor of Psychology	College of Humanities and Social Sciences
Dr. David Wallace	Associate Professor of Psychology	College of Humanities and Social Sciences

\*Chair

## Teaching Subcommittee

<b>Name</b>	<b>Position</b>	<b>Affiliation</b>
Dr. Daniel Autrey	Professor, Chair	Lloyd College of Health, Science, and Technology
Dr. Erica Campbell	Associate Professor of Social Work	College of Humanities and Social Sciences
Dr. John Brooks*	Associate Professor of History	College of Humanities and Social Sciences
Ms. Wrenn Crowe	Lead Retention Advisor	Academic Affairs
Prof. Jeremy Fiebig	Professor of Theater	College of Humanities and Social Sciences
Dr. Jose Franco-Rodriguez	Professor of Spanish	College of Humanities and Social Sciences
Dr. Heather Griffiths	Associate Professor Sociology	College of Humanities and Social Sciences
Dr. Bonnie Grohe	Director, Office of Faculty Development	Academic Affairs
Dr. Terrence McAllister	Assistant Professor of Educational Leadership	College of Education
Mr. James McDuffie	University Program Associate	Academic Affairs
Dr. Joshua Murray	Assistant Professor of English	College of Humanities and Social Sciences
Dr. Tyechia Paul	Assistant Professor of Management	Broadwell College of Business and Economics
Ms. Xztashya Porter	Academic Affairs Committee, SGA	Student Government Association
Dr. Abdoul Wane	Professor of Economics, Chair	Broadwell College of Business and Economics

\*Chair

## Governance Subcommittee

<b>Name</b>	<b>Position</b>	<b>Affiliation</b>
Dr. Derrick Bullard	Assistant Professor of Health, Phys Ed, and Secondary Ed	College of Education
Dr. Gregory DeLone	Associate Professor, Coordinator Interdisciplinary Studies	College of Humanities and Social Sciences
Dr. Ngozi Kamalu	Professor of Political Science	College of Humanities and Social Sciences
Dr. Ruth King	Professor of Management Information Systems	Broadwell College of Business and Economics
Dr. Robert McGee	Professor of Accounting	Broadwell College of Business and Economics
Dr. Zahra Shekarkhar*	Chair, Faculty Senate	College of Humanities and Social Sciences
Dr. Alexander Umantsev	Professor	Lloyd College of Health, Science, and Technology

\*Chair

## Support Subcommittee

<b>Name</b>	<b>Position</b>	<b>Affiliation</b>
Dr. Hamid Abbassi	Assistant Professor of Management	Broadwell College of Business and Economics
Ms. Erika Bradford	Director Learning Center	Academic Affairs
Mr. Tristan Daniels	Online Navigator	Academic Affairs
Dr. Shawn Conyers	Adjunct Assistant Professor of Mathematics	Lloyd College of Health, Science, and Technology
Mr. Christopher Foster	Academic Advisor	Academic Affairs
Ms. Tavoria Freeman	Director, Bronco One Stop	Academic Affairs
Dr. Cierra Griffin*	Exec Dir for Adult Learners, Transfers, and Military Students	Academic Affairs
Ms. Amariche Hawkins	Transfer Admissions Specialist	Academic Affairs
Dr. Naadiya Hopkins	Dir of Student Leadership Dev	Student Affairs
Dr. Terence McCrimmon	Student Services Manager	Office of the Registrar
Dr. Rodney McCrowre	Assistant Professor, Assistant to the Dean	Broadwell College of Business and Economics
Dr. Nicole McFarlane	Associate Professor of English	College of Humanities and Social Sciences
Ms. Brittany Mundy	FTCC Liaison	Academic Affairs
Dr. La'Chandra Parker	Assistant Professor of Special Education	College of Education
Ms. LaKeshia Payton	Director of GEAR-UP	Academic Affairs
Ms. SeQuenna Pennix	Student Success Coordinator	Academic Affairs
Ms. Janet Polk	Assistant Director/VA Certifying Official	Academic Affairs

\*Chair

## **APPENDIX 2. CORE LEARNING OUTCOME RUBRICS**

CLO rubrics provide a common set of definitions and expectations for Core learning across the Core and the University. They will be used as assessment scoring instruments for Core assessment.

Most of the following rubrics are adapted from the AAC&U VALUE Rubrics. Soft Skills combines elements of the Lifelong Learning and Teamwork VALUE rubrics. Digital Literacy was adapted from the UNESCO Digital Literacy Global Framework initiative. Rubrics for current FSU CLOs were referenced as well.

VALUE rubrics were intended to assess learning across the entire undergraduate journey. The Capstone levels represent the performance expected of graduating seniors. It is NOT expected that students will perform at the Capstone level after their first or second year.

The Task Force recommends that Core subcommittees be charged with reviewing and adapting these rubrics to ensure they meet the needs of FSU's core curriculum.

## Critical Thinking

	Capstone 4	Milestones 3                      2		Benchmark 1
<b>Explanation of Issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of Context and Assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's Position</b> (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious.
<b>Conclusions and Related Outcomes</b> (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

	Capstone 4	Milestones 3                      2		Benchmark 1
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
<b>Evaluate Information and Its Sources Critically*</b>	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose with clarity and depth.	Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
<b>Access and Use Information Ethically and Legally</b>	Students correctly use all of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

## Inquiry and Analysis

Criterion	Capstone	Milestones		Benchmark
	4	3	2	1
<b>Formulate Research Question</b>	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that, while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
<b>Existing Knowledge, Research, and/or Views</b>	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
<b>Design and Conduct Research Process</b>	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
<b>Analyze Results</b>	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
<b>Interpret Results</b>	States a conclusion that is a logical extrapolation from the inquiry findings. Insightfully discusses in detail relevant and supported limitations and implications.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. Discusses relevant and supported limitations and implications.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. Presents relevant and supported limitations and implications.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings. Presents limitations and implications, but they are possibly irrelevant and unsupported.



## Digital Literacy

Criterion	Capstone	Milestones		Benchmark
	4	3	2	1
<b>Information and Data literacy</b>	Identifies the appropriate digital tool(s) for the task. Successfully gathers and organizes highly relevant information using chosen digital tool(s). Can report on their methodology for choosing and using the digital tool(s).	Identifies the appropriate digital tool(s) for the task. Successfully gathers and organizes relevant information using chosen digital tool(s).	Successfully gathers and organizes relevant information using assigned digital tool(s).	Successfully gathers information using assigned digital tool(s).
<b>Communication and Collaboration</b>	Identifies digital tool(s) and techniques relevant to the communication or collaboration context. Successfully establishes and follows a communication or collaboration protocol using chosen digital tool(s). Can report on their methodology for choosing and using the digital tool(s).	Identifies digital tool(s) and techniques relevant to the communication or collaboration context. Successfully establishes and follows a communication or collaboration protocol using chosen digital tool(s).	Successfully establishes and follows a communication or collaboration protocol using assigned digital tool(s).	Successfully follows a communication or collaboration protocol using assigned digital tool(s).
<b>Content creation</b>	Identifies relevant digital tool(s) or technique(s) to present work. Deploys the tool(s) and technique(s) successfully, with respect to disciplinary and digital medium conventions. Can report on their methodology for choosing and using the digital tool(s) or technique(s).	Identifies relevant digital tool(s) or technique(s) to present work. Deploys the tool(s) and technique(s) successfully, with respect to disciplinary and digital medium conventions.	Presents relevant work using assigned digital tool(s) in a manner consistent with disciplinary and digital medium conventions.	Presents relevant work using assigned digital tool(s)
<b>Safety and Ethics</b>	Explains safe online practices and/or ethical and legal uses of digital information and technologies. Successfully applies safe online practices and/or ethical and legal uses of digital information and technologies. Can report how their actions are consistent with identified practices.	Explains safe online practices and/or ethical and legal uses of digital information and technologies. Successfully applies safe online practices and/or ethical and legal uses of digital information and technologies.	Explains safe online practices and/or ethical and legal uses of digital information and technologies.	Successfully identifies safe online practices and/or ethical and legal uses of digital information and technologies when prompted

## Communication

Criterion	Capstone	Milestones		Benchmark
	4	3	2	1
<b>Context of and Purpose</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the communication task(s)</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for communication in particular forms and/or academic fields</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or communication task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or communication task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or communication task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the communication.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the communication.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the communication.	Demonstrates an attempt to use sources to support ideas in the communication.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and Literacy and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although communication may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

## Intercultural Knowledge

Criterion	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer).	Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others).	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group[s]) (e.g., uncomfortable with identifying possible cultural differences with others).
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others but is unaware of own judgment.

## Ethical Reasoning

Criterion	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Ethical Self-Awareness</b>	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
<b>Understanding Different Ethical Perspectives/Concepts</b>	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
<b>Ethical Issue Recognition</b>	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
<b>Application of Ethical Perspectives/Concepts</b>	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
<b>Evaluation of Different Ethical Perspectives/Concepts</b>	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

## Soft Skills

Criterion	Capstone	Milestones		Benchmark
	4	3	2	1
<b>Self-Assessment</b>	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events
<b>Time Management</b> Goal setting, planning, adaptability		Sets specific and realistic goals; determines appropriate priorities among multiple goals; plans by dividing projects into appropriate steps; assesses progress regularly and adapts goals and plan as needed; completes projects on time.		Identifies prescribed goals and due dates; identifies priorities based on assigned goal importance; creates schedule to complete assigned work; completes most work by assigned due dates.
<b>Motivation</b> Curiosity, Initiative, Persistence, Resilience	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject. Completes required work and generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies and pursues opportunities to expand knowledge, skills, and abilities. Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities. Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Completes required work. Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
<b>Collaboration</b> Empathy, teamwork	Helps the team move forward by articulating the merits of alternative ideas or proposals. Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage. Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Offers alternative solutions or courses of action that build on the ideas of others. Engages team members in ways that facilitate their contributions to meetings by building upon or synthesizing others' contributions. Identifies and acknowledges conflict and stays engaged with it.	Offers new suggestions to advance the work of the group. Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification. Redirecting focus toward common ground, toward task at hand (away from conflict).	Shares ideas but does not advance the work of the group. Engages team members by taking turns and listening to others without interrupting. Passively accepts alternate viewpoints/ideas/opinions.

## APPENDIX 3. FOUNDATIONS OF AMERICAN DEMOCRACY

The UNC System Board of Governors has approved a policy change to Section 400.1.5 of the UNC Policy Manual, Policy on Fostering Undergraduate Student Success. The change establishes a requirement that

9. For students entering on or after July 1, 2025, UNC institutions will require, as a condition of awarding a baccalaureate degree, that students successfully complete a course or courses covering the foundations of American democracy.
  - a. The course or courses that fulfill this requirement must include substantively the following student learning outcomes:
    - i. Evaluate key concepts, principles, arguments, and contexts in founding documents of the American Republic, including the United States Constitution, the Declaration of Independence, and a representative selection of the Federalist Papers; and,
    - ii. Evaluate key milestones in progress and challenges in the effort to form “a more perfect Union,” including the arguments and contexts surrounding the Gettysburg Address, the Emancipation Proclamation, and the Letter from Birmingham Jail, as well as other texts that reflect the breadth of American experiences.
  - b. The student learning outcomes may be met in a single course, or each student learning outcome may be met separately in a total of two courses. . . .

The Task Force recommends that the Core embrace this requirement by creating a new Core course and Requirement entitled RAAD 110, Reasoning About American Democracy. This would be an interdisciplinary course that should be developed and taught by faculty from a variety of disciplines – History, Political Science, Philosophy, English, etc. The course would be certified under the Critical Thinking CLO, and it would replace the current Critical Thinking requirement.

To develop this course, the Task Force recommends that a Core Ad Hoc Subcommittee be created at the beginning of Fall 2024, comprised of faculty from the aforementioned disciplines and any other disciplines that would like to contribute. A proposal should be approved no later than January 2025 so that the course can be entered into Banner in time to be scheduled for Fall 2025. Faculty will need to be recruited and trained during Spring 2025.

## APPENDIX 4. CORE ASSESSMENT CALENDAR

The Core Review Task Force recommends a Core assessment calendar defined by cohorts and cycles.

### Assessment Cohorts

Cohorts are defined by the primary CLO under which the course is certified to satisfy a Core requirement:

- **Cohort A:** Communication, Critical Thinking
- **Cohort B:** Soft Skills, Ethical Reasoning, Digital Literacy
- **Cohort C:** Inquiry and Analysis, Information Literacy, Intercultural Knowledge

### Assessment Cycle

The assessment cycle is a three-year cycle of development, implementation, and review:

- **Year 1:** Faculty development, assessment development, course development, tech set-up.
- **Year 2:** Implementation of assessment in course, scoring of student work, reporting.
- **Year 3:** Review of assessment reports, use of results to improve teaching and learning.

### Assessment Calendar

The resulting assessment calendar might look like this:

	Cohorts					
Year	A		B		C	
Division	LD	UD	LD	UD	LD	UD
2024-2025	1					
2025-2026	2		1			
2026-2027	3		2		1	
2027-2028	1	1	3		2	
2028-2029	2	2	1	1	3	
2029-2030	3	3	2	2	1	1

Numbers stand for assessment cycle phases.

The Division row stands for Lower Division (LD) and Upper Division (UD). If the University decides to phase out the current Graduating Senior Assessment and phase in Core assessment in the major, that could be introduced in the second round of Core assessment by simply adding student work in major and/or capstone courses to the samples assessed in the ongoing Core assessment scoring.

## APPENDIX 5. CORE COURSE SYLLABUS EXAMPLE

The following example is taken from HIST 110, World History to 1600.

### VII. Student Learning Outcomes

#### Course Learning Outcomes

Upon completion of this course, you will be able to:

1. Describe the origins and spread of civilization in different parts of the world. (INTER)
2. Summarize the development of different world civilizations from antiquity through 1600 and their mutual interactions. (INTER)
3. Analyze the role of economic, social, political, and cultural factors in world civilizations. (INTER)
4. Compare the economic, social, political, and cultural systems of and the interactions among different world civilizations. (INTER)
5. Describe and apply at an introductory level the tools of historical research, such as primary sources, maps, graphs, and timelines. (INFO)
6. Use primary and secondary sources to construct an evidence-based historical argument. (INFO)
7. Communicate historical reasoning in written and oral forms. (COMM)
8. Demonstrate ethical principles in historical scholarship. (ETHICS)

#### Core Learning Outcomes

**Primary: Intercultural Knowledge (INTER).** HIST 110 is certified for the Core under the Intercultural Knowledge Core Learning Outcome. Upon completion of the course, students will be able to “interact effectively and appropriately in a variety of cultural contexts. Those contexts may be global, regional, or local. Students will demonstrate a critical understanding of their own cultural context, an appreciation of other cultural contexts, and an ability to bridge those cultural contexts through effective communication.”

**Secondary: Other Core Learning Outcomes.** In addition to Intercultural Knowledge, this course will both require other core learning outcomes and help students further develop them:

- **Critical Thinking (CRIT):** Students will accurately evaluate the reasonableness of arguments’ evidence and support, and they will construct reasonable arguments using various forms of evidence drawn from multiple sources.
- **Information Literacy (INFO):** Students will formulate effective questions based on a need; organize, sort, evaluate, and retrieve academic information to address the need; cite sources appropriately for their context.
- **Digital Literacy (DIGI):** Students will choose the appropriate digital technologies for a given task; access, critically evaluate, and use a variety of digital information sources; create content, collaborate, and communicate with others using appropriate and effective digital technologies; and use digital technologies both safely and ethically.
- **Communication (COMM):** The student should be able to create verbal and nonverbal messages that are well-organized, concise, and culturally sensitive. The student should be



able to research and evaluate evidence for the claims made by themselves and other communicators.

- **Ethical Reasoning (ETHICS):** Students will make reasoned and informed judgments about right and wrong in human conduct. Students will assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions.
- **Soft Skills (SOFT):** Students will assess their prior learning, readiness for further learning, and mastery of learning undertaken; set goals and plans for projects, assess them periodically, and adapt as needed to complete projects; demonstrate curiosity, initiative, persistence and resilience in pursuing goals; listen actively to and understand the perspectives of others; and collaborate effectively with others toward the accomplishment of common goals.

## XI. Teaching Strategies

This course uses a variety of teaching strategies to improve student learning (abbreviations refer to ACUE courses and teaching strategies):

- Intercultural Knowledge, Written Communication
  - Structuring the course around the Intercultural Knowledge CLO. (DC1.1)
  - Scaffolding the course to begin with simpler assignments and end with a culminating project. (DC3.2.1-3)
  - Breaking large assignments into smaller parts. (DC2.3.2)
  - Rubrics and detailed instructions for all writing assignments. (DC4.1.3, DC4.2.3)
  - Providing feedback students can use to improve their grade. (DC4.3.1, DC5.3.1)
  - Providing rewrite opportunities for major writing assignments. (DC4.3.1, DC5.3.1)
  - Using a jigsaw approach to divide content among student groups. (AL3.2.2)
  - Equity-based grading practices to help students recover from late or missing assignments. (DC5.2.3)
  - Peer review of selected assignments to improve student understanding of Global Literacy and writing process. (DC4.2.3)
- Soft Skills
  - Using introductions to establish peer-to-peer relationships and sense of belonging. (LE4.2.2)
  - Course Self-Assessment surveys to require students to set course goals and study plans, then assess progress. (LL1.3.1)
  - Activity and Assignment time estimates to assist students with time management. (LL6.1.2)
  - Group assignments to improve collaboration skills.(AL3)
  - Use of Canvas Gradebook to help students track their progress. (DC5.1.2)
  - Using engagement prompts to capture student attention. (AL4.1)
  - Using multidimensional Participation rubric to encourage and reward different kinds of participation. (AL5.2.1)

- Beginning assignments in class (hybrid sections) to improve peer-to-peer relationships and ensure all students understand assignment requirements. (AL6.1.3)

## APPENDIX 6. SAMPLE CORE BUDGET

Item	Description	Institutional Commitment	Unit Price	Units	Cost	Recurring
Core Director	Coordinate core faculty development initiatives, core assessment, core course scheduling, core support initiatives.	New 12-month position. Faculty role, 1 course per semester, preferably a Core course. Includes benefits.	\$180,000	1	\$ 180,000	Y
Faculty Fellows	Support for each CLO from a faculty member. Chair Core subcommittees. Develop and implement faculty development for faculty teaching CLO. Oversee certification, assessment of courses for CLO. Outreach to departments on matters relating to CLO.	\$5000 extra duty or 1 course reduction per year.	\$ 5,000	8	\$40,000	Y
Course Development/ Redesign	Offer courses focused on CLO integration every academic year	\$1000 faculty stipends for CLO faculty development. Goal offer 2-3 CLOs per year with max total participation at 50 faculty	\$ 1,000	50	\$50,000	Y
Conference Travel	Support Institutional Team travel to relevant professional conferences every academic year	Costs for conference registration, hotel, and travel with goal to send at least a team of four to AAC&U Gen Ed conference.	\$ 3,000	4	\$12,000	Y
Core Consultant	Core consultant to provide workshop on developing CLO rubrics	Consultant fee plus expenses.	\$ 10,000	1	\$10,000	N
AAC&U Membership	AAC&U is the recognized academic association for general education.	Annual membership fee	\$8,100	1	\$8,100	Y
Core Assessment	Assess CLOs using the faculty reviewers.	Two-three CLOs will be assessed per year (20 faculty total at \$500 stipend).	\$ 750	20	\$ 15,000	Y
Communication	Advertise and promote Bronco Core across campus	Photocopying and distribution costs	\$ 1,000	1	\$ 1,000	Y

Total					\$ 316,100	
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## APPENDIX 7. APPROVAL TIMELINE

Phase	Date	Committee	Action
Presentation	T Aug 13	Core Curriculum Committee	Finalize presentation and website
Presentation	W Aug 14	Kickoff – Academic Affairs	Presentation
Presentation	W Aug 14	Kickoff - Colleges	Presentation to each college
Presentation	R Aug 15	Departments	Presentations
Presentation	R Aug 15	Council of Chairs	Update
Presentation	F Aug 23	Senate Committees	Academic Affairs Committee
Presentation	TBD	SGA	Presentation to SGA
Feedback	T Aug 27	Core Curriculum Committee	
Feedback	W Aug 28	Core Curriculum Committee	Core Review Survey launched
Feedback	F Aug 30	Senate Executive Committee	Discussion, Feedback
Feedback	F Aug 30	Core Review Subcommittees	Review and feedback
Feedback	F Sep 6	Departments	Discussion and feedback
Feedback	F Sep 6	Faculty Senate	Update, approval of approval process
Feedback	F Sep 13	Council of Chairs	Discussion, feedback
Feedback	F Sep 13	College Curriculum Committees	Discussion, feedback
Feedback	M Sep 16	Core Curriculum Committee	Focus Groups Begin
Feedback	W Sep 18	Core Curriculum Committee	Core Review Survey closes
Feedback	F Sep 20	Senate Committees	Update Academic Affairs Committee
Feedback	F Sep 20	Core Curriculum Committee	Core Review Survey closes
Feedback	F Sep 20	Core Curriculum Committee	Focus Groups End
Revision	T Sep 24	Core Curriculum Committee	Review of Survey, Focus Group results
Revision	F Sep 27	Senate Executive Committee	Update
Revision	F Sep 27	Core Review Subcommittees	Review and feedback
Revision	F Oct 4	Faculty Senate	Update
Revision	T Oct 8	Core Curriculum Committee	Revision of Core proposal
Revision	F Oct 11	Council of Chairs	Discussion of revisions
Revision	F Oct 11	College Committees	Discussion of revisions
Revision	F Oct 18	Senate Committees	Discussion of revisions
Revision	F Oct 25	Senate Exec Committee	
Revision	By F Oct 25	Provost's Leadership Team	Deans approve revised proposal
Revision	F Nov 1	Faculty Senate	Discussion with Faculty Senate
Revision	T Nov 5	Core Curriculum Committee	Approves final proposal
Approval	F Nov 8	Senate Committees	Academic Affairs Committee Approves Proposal
Approval	F Nov 15	Executive Committee	Executive Committee Schedules Proposal
Approval	F Dec 6	Faculty Senate	Senate approves proposal
Approval	F Dec 20	Provost	Provost approves proposal

## APPENDIX 8. CORE COURSE CERTIFICATION FORM

The following form must be completed and uploaded with any request to certify a course to fulfill a requirement in the Undergraduate Core Curriculum.

### Core and Department Information

#### Primary Core Learning Outcome

- Name
- Justification
- Assessment and Teaching Plan

#### Secondary Core Learning Outcomes

- Name
- Justification
- Teaching Plan

#### Essential Skill (if applicable; if not, skip to Disciplinary Perspectives)

- Name
- Justification: Why should the course be required of all students?

#### Disciplinary Perspective

- Note: Courses designated as Essential Skills cannot fulfill a Disciplinary Perspective requirement.
- Name
  - Natural Sciences
  - Social Sciences
  - Humanities and Creative Arts
- Justification: How does the course help students understand the natural or human world, and how does it introduce students to the principles of its disciplinary perspective?

#### Interdisciplinary Theme

- Note: Courses designated as Essential Skills cannot fulfill an Interdisciplinary Theme.
- Name:
- Justification: How does the course address the Interdisciplinary Theme?
- Special Considerations for Civic Engagement
  - How does it address the SLOs for Foundations of American Democracy?
  - How will it meet whatever reporting requirements we have for FAD?

#### Assessment and Teaching Plan

- Every course fulfilling a Core requirement must have an assessment and teaching plan for the Primary CLO.

## APPENDIX 9. CORE-MAJOR MAPPING FORM

### Form

Major Program: \_\_\_\_\_

College: \_\_\_\_\_

Department: \_\_\_\_\_

Use this form to map Core Learning Outcomes (CLOs) onto program learning outcomes (PLOs) and required course learning outcomes. Then create a one-paragraph narrative of how the relevant CLOs are important for your program and how your program further develops relevant CLOs.

### PLO to CLO Mapping

List PLOs in the lefthand column. Next to each PLO, indicate related CLOs by inserting an X under the appropriate CLO.

Program Learning Outcome	CRIT	INFO	INQU	DIGI	COMM	ETHICS	INTER	SOFT

### Required Major Course Core Mapping

List courses required for the major program in the lefthand column. Add rows as needed. Next to each course, indicate related CLOs and the level of performance expected for that course.

Course (PREF NUM Short Title)	CRIT	INFO	INQU	DIGI	COMM	ETHICS	INTER	SOFT

B: Benchmark (Introductory); D: Developing; C - Capstone

### Bronco Core Alignment Statement

Create a one-paragraph narrative of how the relevant CLOs are important for your program and how your program further develops relevant CLOs.

## Sample: History B.A.

Major Program: \_\_\_\_\_

College: \_\_\_\_\_

Department: \_\_\_\_\_

Use this form to map Core Learning Outcomes (CLOs) onto program learning outcomes (PLOs) and required course learning outcomes. Then create a one-paragraph narrative of how the relevant CLOs are important for your program and how your program further develops relevant CLOs.

### PLO to CLO Mapping

List PLOs in the lefthand column. Next to each PLO, indicate related CLOs by inserting an X under the appropriate CLO.

Program Learning Outcome	CRIT	INFO	INQU	DIGI	COMM	ETHICS	INTER	SOFT
Historical Knowledge: Identify and describe the variety of human experience in U.S., European, and global societies, recent and earlier.		X		X			X	
Historical Methods: Construct critically analyzed scholarship using primary and secondary sources and effective written and oral communication skills.	X	X	X	X	X			X
Historical Perspective: Analyze the multiple causes and consequences of historical events and assess the validity of historical interpretations using chronological thinking.	X		X					
Historical Ethics: Conduct historical research with integrity.						X		

### Required Major Course Core Mapping

List courses required for the major program in the lefthand column. Add rows as needed. Next to each course, indicate related CLOs and the level of performance expected for that course.

Course (PREF NUM Short Title)	CRIT	INFO	INQU	DIGI	COMM	ETHICS	INTER	SOFT
HIST 110-120, Wld Hist	B	B	B	B	B	B	D	B
HIST 210, African-American Hist	B	B	B	B	B	B	D	B
HIST 211-212, U.S. Hist	B	B	B	B	B	B	B	B
European Survey	D	D	D	D	D	D	D	D
Non-Western	D	D	D	D	D	D	D	D
HIST 490, Senior Seminar	C	C	C	C	C	C	C	C



B: Benchmark (Introductory); D: Developing; C - Capstone

### **Bronco Core Alignment Statement**

Create a one-paragraph narrative of how the relevant CLOs are important for your program and how your program further develops relevant CLOs.

The History program embraces Bronco Core. History majors need a base level of Core skills to succeed in History courses. History majors must apply **Critical Thinking** to the analysis of historical documents and historians' narratives. They must undertake research using **Inquiry and Analysis**. They must use **Digital Information Literacy** to assess the value of digital and other sources of information. They must use **Communication** skills to express their findings in written, oral, and digital media. They need **Intercultural Knowledge** to understand the words and actions of people from different times and places. They need **Soft Skills** to assess their knowledge, plan their research, and collaborate with other researchers. And historians must practice the highest standards of **Ethical Reasoning**, both in the conduct of their research and in the understanding of the behavior of historical actors.

Students acquire a foundation in these skills through their lower-division Core courses. Those skills are developed further in their major courses. By the time they complete the History major, they will truly embody the Heart of a Bronco.

## APPENDIX 10. PRE-APPROVED CORE COURSES BY COURSE

The Task Force recommends that the following courses be pre-approved for the revised Core curriculum under the indicated requirement(s) and CLO. See Appendix 8 for abbreviations.

Course Title	Cr	CLO	ES	DP	IT	Track
ANTH-210 Intro Anthropology	3	INTER		SSCI	GCE	GCEG
ART-123 Basic Digital Design	3	DIGI	DIGI			
ART-150 Manga Sequen Art Wld Culture	3	INTER		HUMN	GCE	GCEG
ART-210 Survey of Art	3	TBD		HUMN		
ART-215 Survey of Global Art	3	INTER		HUMN	GCE	GCEG
ASTR-101 Intro to Astronomy	3	INQU		NSCI		
ASTR-101L Intro to Astronomy Lab I	1	INQU		NSCI		
ASTR-102 Intro to Astr II	3	INQU		NSCI		
ASTR-102L Intro to Astr Lab II	1	INQU		NSCI		
ASTR-213 Life in the Universe	3	INQU		NSCI		
ASTR-214 Special Topics in Astron	3	INQU		NSCI		
BADM-210 Intro Global Busn Envir	3	INTER			GCE	GCEG
BADM-215 Business Communications	3	COMM	COMMO			
BADM-220 Ethics Citizenship Contemp Wld	3	ETHICS			ETHICS	
BIOL-111 General Biology I	3	INQU		NSCI		
BIOL-111L General Biology I Lab	1	INQU		NSCI		
BIOL-131 General Biology II	3	INQU		NSCI		
BIOL-131L General Biology II Lab	1	INQU		NSCI		
BIOL-150 Principles of Biology	3	INQU		NSCI		
BIOL-150L Principles of Biology Lab	1	INQU		NSCI		
BIOL-160 Principles of Biology II	3	INQU		NSCI		
BIOL-160L Principles of Biology II Lab	1	INQU		NSCI		
CHEM-105 Intro to Chem Principles Lec	3	INQU		NSCI		
CHEM-105L Intro to Chem Principles Lab	1	INQU		NSCI		
CHEM-106 Intro to Organic & Biochem Lec	3	INQU		NSCI		
CHEM-106L Intro to Organic & Biochem Lab	1	INQU		NSCI		
CHEM-141 General Chemistry I Lec	3	INQU		NSCI		
CHEM-141L General Chemistry I Lab	1	INQU		NSCI		
CHEM-161 General Chemistry II Lec	3	INQU		NSCI		
CHEM-161L General Chemistry II Lab	1	INQU		NSCI		
CHIN-110 Elementary Chinese I	3	INTER			GCE	GCEG
CHIN-120 Elementary Chinese II	3	INTER			GCE	GCEG
COHE-200 Intro Community Health	3	ETHICS			ETHICS	
COMM-220 Film & Video Appreciation	3	TBD		HUMN		
CRJC-203 Criminal Justice Ethics	3	ETHICS		SSCI	ETHICS	
CRJC-210 Intro Criminology	3	TBD		SSCI		

Course Title	Cr	CLO	ES	DP	IT	Track
CSC-100 Intro Cmptrs	3	DIGI	DIGI			
ECON-211 Prin of Macroeconomics	3	TBD		SSCI		
ECON-212 Prin of Microeconomics	3	TBD		SSCI		
EDUC-210 Computers in Education	3	DIGI	DIGI			
EDUC-211 Lab Experiences in Area School	3	ETHICS			ETHICS	
ENEC-201 Nature, Envir, Ecology I	3	INQU		NSCI		
ENEC-201L Nature, Envir, Ecology I Lab	1	INQU		NSCI		
ENEC-202 Nature, Envir, Ecology II	3	INQU		NSCI		
ENEC-202L Nature, Envir, Ecology II Lab	1	INQU		NSCI		
ENEC-210 Intro Sustainability	3	TBD		SSCI		
ENEC-270 Climate Change & Public Policy	3	TBD		SSCI		
ENGL-110 English Composition I	3	COMM	COMMW			
ENGL-120 English Composition II	3	INFO	INFO			
ENGL-211 Wld Literature I	3	INTER		HUMN	GCE	GCEG
ENGL-212 Wld Literature II	3	INTER		HUMN	GCE	GCEG
ENGL-220 African-American Lit I	3	INTER		HUMN	GCE	GCEA
ENGL-223 African-American Lit II	3	INTER		HUMN	GCE	GCEA
ENGL-232 Film and Media Literacy	3	TBD		HUMN		
ENGL-233 Hip Hop: Poetry, Politics, Pop	3	ETHICS		HUMN	ETHICS	
ENGL-240 Intro to Literature	3	TBD		HUMN		
ENGL-250 Women in Literature	3	TBD		HUMN		
ENGL-253 Images of Women	3	TBD		HUMN		
ENTR-100 Entrepreneurial Thinking	2	SOFT			LIFE	BADM
ETCE-101 Foundations Ethics & Civic Engage	1	ETHICS			ETHICS	
ETCE-102 Intermediate Ethics & Civic Engage	1	ETHICS			ETHICS	
ETCE-103 Advanced Ethics & Civic Engage	1	ETHICS			ETHICS	
ETCE-200 Ethics Civic Engage in Action	3	ETHICS			ETHICS	
FINC-100 Financial Literacy	2	SOFT			LIFE	BADM
FREN-110 Elementary French I	3	INTER			GCE	GCEG
FREN-120 Elementary French II	3	INTER			GCE	GCEG
GEOG-110 Environmental Literacy	2	SOFT			LIFE	SUST
GEOG-200 Weather and Climate	3	INQU		NSCI		
GEOG-210 Principles of Geography	3	TBD		SSCI		
GEOG-220 Wld Regional Geography	3	INTER		SSCI	GCE	GCEG
GEOG-270 Human Beings and the Envir	3	TBD		SSCI		
GLBL-200 Global Literacy Exp I	3	INTER			GCE	GCEG
HCM-200 Ethics and Civic Resp Health Prof	3	ETHICS			ETHICS	
HEED-112 Health and Wellness	2	SOFT			LIFE	WELL
HEED-113 Health, Fitness, and Wellness	3	SOFT			LIFE	WELL
HIST-110 Wld History to 1600	3	INTER		SSCI	GCE	GCEG

<b>Course Title</b>	<b>Cr</b>	<b>CLO</b>	<b>ES</b>	<b>DP</b>	<b>IT</b>	<b>Track</b>
HIST-120 Wld History since 1600	3	INTER		SSCI	GCE	GCEG
HIST-210 African-American History	3	INTER		SSCI	GCE	GCEA
HIST-211 The United States to 1865	3	TBD		SSCI		
HIST-212 The United States since 1865	3	TBD		SSCI		
HIST-270 Intro to Africa in the Wld	3	INTER		SSCI	GCE	GCEA
HIST-271 Environmental History	3	TBD		SSCI		
HUMN-211 Humanities Music, Art, Ideas I	3	TBD		HUMN		
HUMN-212 Human Music, Art, & Ideas II	3	TBD		HUMN		
HUMN-213 Humanities:Pop Culture Connec	3	TBD		HUMN		
HUMN-215 Arts in Performance	3	TBD		HUMN		
ISBA-211 Business Software Applications	3	DIGI	DIGI			
MATH-123 College Algebra	3	INQU	QUAN			
MATH-126 Quantitative Literacy	3	INQU	QUAN			
MATH-127 Quantitative Resng w/spec apps	3	INQU	QUAN			
MATH-128 Quantitative Reasoning for Bus	4	INQU	QUAN			
MATH-129 Precalculus Mathematics I	3	INQU	QUAN			
MATH-130 Precalculus Mathematics II	3	INQU	QUAN			
MATH-131 Algebra and Trigonometry	3	INQU	QUAN			
MATH-140 Applied Calculus	4	INQU	QUAN			
MUSI-210 Music Apprec	3	TBD		HUMN		
MUSI-225 A Hist of Jazz in Amer Culture	3	INTER		HUMN	GCE	GCEA
MUSI-260 Afro-American Music	3	INTER		HUMN	GCE	GCEA
NSCI-110 Comp Physical Sci	4	INQU		NSCI		
NSCI-111 Comp Physical Sci Lec	3	INQU		NSCI		
NSCI-111L Comp Physical Sci Lab	1	INQU		NSCI		
NSCI-121 Modern Biology	3	INQU		NSCI		
NSCI-121L Modern Biology Lab	1	INQU		NSCI		
PEDU-101 Swimming (Coed)	1	SOFT			LIFE	WELL
PEDU-107 Weight Training	1	SOFT			LIFE	WELL
PEDU-112 Golf	1	SOFT			LIFE	WELL
PEDU-120 Tennis & Badminton	1	SOFT			LIFE	WELL
PEDU-122 Volleyball	1	SOFT			LIFE	WELL
PEDU-130 Basketball	1	SOFT			LIFE	WELL
PEDU-132 Bowling	1	SOFT			LIFE	WELL
PEDU-140 Conditioning Exercise	1	SOFT			LIFE	WELL
PHIL-110 Critical Thinking	3	CRIT		HUMN		
PHIL-120 Moral Principles Contemp Prob	3	ETHICS		HUMN	ETHICS	
PHIL-210 Intro Philosophy	3	TBD		HUMN		
PHIL-211 Intro Wld Religion	3	INTER		HUMN	GCE	GCEG
PHIL-212 African-American Philosophy	3	INTER		HUMN	GCE	GCEA

<b>Course Title</b>	<b>Cr</b>	<b>CLO</b>	<b>ES</b>	<b>DP</b>	<b>IT</b>	<b>Track</b>
PHIL-220 Intro Logic	3	TBD		HUMN		
PHYS-115 General Physics I	3	INQU		NSCI		
PHYS-116 General Physics II	3	INQU		NSCI		
PHYS-125 College Physics I	3	INQU		NSCI		
PHYS-125L College Physics I Lab	1	INQU		NSCI		
PHYS-126 College Physics II	3	INQU		NSCI		
PHYS-126L College Physics Lab II	1	INQU		NSCI		
PNUR-210 Intro to Professional Nursing	2	ETHICS			ETHICS	
POLI-110 Intro Sustainability	3	ETHICS		SSCI		
POLI-150 NC Govt and Politics	3	ETHICS		SSCI		
POLI-200 Intro Political Science	3	TBD		SSCI		
POLI-210 Principles of American Govt	3	TBD		SSCI		
POLI-220 Principles of Public Admin	3	TBD		SSCI		
POLI-230 Ethics and Global Affairs	3	INTER		SSCI	GCE	GCEG
POLI-240 Intro to Political Statistics	3	INQU	QUAN			
POLI-270 Climate Change and Public Policy	3	TBD		SSCI		
PSYC-210 General Psychology	3	TBD		SSCI		
RAAD-110 Reasoning About Amer Demo	0	CRIT			RAAD	
RELI-215 Intro the Bible	3	TBD		HUMN		
SOCI-150 The Global Society	3	INTER		SSCI	GCE	GCEG
SOCI-210 Principles of Sociology	3	TBD		SSCI		
SPAN-110 Elementary Spanish I	3	INTER			GCE	GCEG
SPAN-112 Spanish for Health Prof 1	3	INTER			GCE	GCEG
SPAN-120 Elementary Spanish II	3	INTER			GCE	GCEG
SPAN-122 Spanish for Health Prof 1	3	INTER			GCE	GCEG
SPAN-211 Intermediate Spanish	3	INTER			GCE	GCEG
SPEE-200 Intro Speech	3	COMM	COMMO			
SPTM-210 Ethics Moral Reasoning in Sport	3	ETHICS			ETHICS	
STAT-202 Basic Probability and Stats	3	INQU	QUAN			
SWRK-220 Intro Human Services	3	ETHICS			ETHICS	
THEA-203 Intro Theater	3	TBD		HUMN		
UNIV-101 Freshman Seminar I	1	SOFT	UNIV			
UNIV-102 Freshman Seminar II	1	SOFT	UNIV			
UNIV-110 Univ Studies	2	SOFT	UNIV			
UNIV-111 Univ Studies Student Success	2	SOFT	UNIV			
UNIV-112 Univ Studies Early College	3	SOFT	UNIV			
YORU-110 Elementary Yoruba I	3	INTER			GCE	GCEG
YORU-120 Yoruba II	3	INTER			GCE	GCEG

## APPENDIX 11. PRE-APPROVED CORE COURSES BY CORE REQUIREMENT

This table shows proposed Core requirements and the courses recommended for pre-approval. Because some courses may satisfy more than one requirement, they may appear twice in this table. See Appendix 8 for abbreviations.

Req Cat	Track	Course Title	Cr	CLO
1.1. ES UNIV		UNIV-101 Freshman Seminar I	1	SOFT
1.1. ES UNIV		UNIV-102 Freshman Seminar II	1	SOFT
1.1. ES UNIV		UNIV-110 Univ Studies	2	SOFT
1.1. ES UNIV		UNIV-111 Univ Studies Student Success	2	SOFT
1.1. ES UNIV		UNIV-112 Univ Studies Early College	3	SOFT
1.2. ES COMMW		ENGL-110 English Composition I	3	COMM
1.3. ES COMMO		BADM-215 Business Communications	3	COMM
1.3. ES COMMO		SPEE-200 Intro Speech	3	COMM
1.4. ES INFO		ENGL-120 English Composition II	3	INFO
1.5. ES QUAN		MATH-123 College Algebra	3	INQU
1.5. ES QUAN		MATH-126 Quantitative Literacy	3	INQU
1.5. ES QUAN		MATH-127 Quantitative Resng w/spec apps	3	INQU
1.5. ES QUAN		MATH-128 Quantitative Reasoning for Bus	4	INQU
1.5. ES QUAN		MATH-129 Precalculus Mathematics I	3	INQU
1.5. ES QUAN		MATH-130 Precalculus Mathematics II	3	INQU
1.5. ES QUAN		MATH-131 Algebra and Trigonometry	3	INQU
1.5. ES QUAN		MATH-140 Applied Calculus	4	INQU
1.5. ES QUAN		POLI-240 Intro to Political Statistics	3	INQU
1.5. ES QUAN		STAT-202 Basic Probability and Stats	3	INQU
1.6. ES DIGI		ART-123 Basic Digital Design	3	DIGI
1.6. ES DIGI		CSC-100 Intro Cmptrs	3	DIGI
1.6. ES DIGI		EDUC-210 Computers in Education	3	DIGI
1.6. ES DIGI		ISBA-211 Business Software Applications	3	DIGI
2.1. DP NSCI		ASTR-101 Intro to Astronomy	3	INQU
2.1. DP NSCI		ASTR-101L Intro to Astronomy Lab I	1	INQU
2.1. DP NSCI		ASTR-102 Intro to Astr II	3	INQU
2.1. DP NSCI		ASTR-102L Intro to Astr Lab II	1	INQU
2.1. DP NSCI		ASTR-213 Life in the Universe	3	INQU
2.1. DP NSCI		ASTR-214 Special Topics in Astron	3	INQU
2.1. DP NSCI		BIOL-111 General Biology I	3	INQU
2.1. DP NSCI		BIOL-111L General Biology I Lab	1	INQU
2.1. DP NSCI		BIOL-131 General Biology II	3	INQU
2.1. DP NSCI		BIOL-131L General Biology II Lab	1	INQU
2.1. DP NSCI		BIOL-150 Principles of Biology	3	INQU

Req Cat	Track	Course Title	Cr	CLO
2.1. DP NSCI		BIOL-150L Principles of Biology Lab	1	INQU
2.1. DP NSCI		BIOL-160 Principles of Biology II	3	INQU
2.1. DP NSCI		BIOL-160L Principles of Biology II Lab	1	INQU
2.1. DP NSCI		CHEM-105 Intro to Chem Principles Lec	3	INQU
2.1. DP NSCI		CHEM-105L Intro to Chem Principles Lab	1	INQU
2.1. DP NSCI		CHEM-106 Intro to Organic & Biochem Lec	3	INQU
2.1. DP NSCI		CHEM-106L Intro to Organic & Biochem Lab	1	INQU
2.1. DP NSCI		CHEM-141 General Chemistry I Lec	3	INQU
2.1. DP NSCI		CHEM-141L General Chemistry I Lab	1	INQU
2.1. DP NSCI		CHEM-161 General Chemistry II Lec	3	INQU
2.1. DP NSCI		CHEM-161L General Chemistry II Lab	1	INQU
2.1. DP NSCI		ENEC-201 Nature, Envir, Ecology I	3	INQU
2.1. DP NSCI		ENEC-201L Nature, Envir, Ecology I Lab	1	INQU
2.1. DP NSCI		ENEC-202 Nature, Envir, Ecology II	3	INQU
2.1. DP NSCI		ENEC-202L Nature, Envir, Ecology II Lab	1	INQU
2.1. DP NSCI		GEOG-200 Weather and Climate	3	INQU
2.1. DP NSCI		NSCI-110 Comp Physical Sci	4	INQU
2.1. DP NSCI		NSCI-111 Comp Physical Sci Lec	3	INQU
2.1. DP NSCI		NSCI-111L Comp Physical Sci Lab	1	INQU
2.1. DP NSCI		NSCI-121 Modern Biology	3	INQU
2.1. DP NSCI		NSCI-121L Modern Biology Lab	1	INQU
2.1. DP NSCI		PHYS-115 General Physics I	3	INQU
2.1. DP NSCI		PHYS-116 General Physics II	3	INQU
2.1. DP NSCI		PHYS-125 College Physics I	3	INQU
2.1. DP NSCI		PHYS-125L College Physics I Lab	1	INQU
2.1. DP NSCI		PHYS-126 College Physics II	3	INQU
2.1. DP NSCI		PHYS-126L College Physics Lab II	1	INQU
2.2. DP SSCI		ANTH-210 Intro Anthropology	3	INTER
2.2. DP SSCI		CRJC-203 Criminal Justice Ethics	3	ETHICS
2.2. DP SSCI		CRJC-210 Intro Criminology	3	TBD
2.2. DP SSCI		ECON-211 Prin of Macroeconomics	3	TBD
2.2. DP SSCI		ECON-212 Prin of Microeconomics	3	TBD
2.2. DP SSCI		ENEC-210 Intro Sustainability	3	TBD
2.2. DP SSCI		ENEC-270 Climate Change & Public Policy	3	TBD
2.2. DP SSCI		GEOG-210 Principles of Geography	3	TBD
2.2. DP SSCI		GEOG-220 Wld Regional Geography	3	INTER
2.2. DP SSCI		GEOG-270 Human Beings and the Envir	3	TBD
2.2. DP SSCI		HIST-110 Wld History to 1600	3	INTER
2.2. DP SSCI		HIST-120 Wld History since 1600	3	INTER
2.2. DP SSCI		HIST-210 African-American History	3	INTER

Req Cat	Track	Course Title	Cr	CLO
2.2. DP SSCI		HIST-211 The United States to 1865	3	TBD
2.2. DP SSCI		HIST-212 The United States since 1865	3	TBD
2.2. DP SSCI		HIST-270 Intro to Africa in the Wld	3	INTER
2.2. DP SSCI		HIST-271 Environmental History	3	TBD
2.2. DP SSCI		POLI-110 Intro Sustainability	3	ETHICS
2.2. DP SSCI		POLI-150 NC Govt and Politics	3	ETHICS
2.2. DP SSCI		POLI-200 Intro Political Science	3	TBD
2.2. DP SSCI		POLI-210 Principles of American Govt	3	TBD
2.2. DP SSCI		POLI-220 Principles of Public Admin	3	TBD
2.2. DP SSCI		POLI-230 Ethics and Global Affairs	3	INTER
2.2. DP SSCI		POLI-270 Climate Change and Public Policy	3	TBD
2.2. DP SSCI		PSYC-210 General Psychology	3	TBD
2.2. DP SSCI		SOCI-150 The Global Society	3	INTER
2.2. DP SSCI		SOCI-210 Principles of Sociology	3	TBD
2.3. DP HUMN		ART-150 Manga Sequential Art Wld Culture	3	INTER
2.3. DP HUMN		ART-210 Survey of Art	3	TBD
2.3. DP HUMN		ART-215 Survey of Global Art	3	INTER
2.3. DP HUMN		COMM-220 Film & Video Appreciation	3	TBD
2.3. DP HUMN		ENGL-211 Wld Literature I	3	INTER
2.3. DP HUMN		ENGL-212 Wld Literature II	3	INTER
2.3. DP HUMN		ENGL-220 African-American Lit I	3	INTER
2.3. DP HUMN		ENGL-223 African-American Lit II	3	INTER
2.3. DP HUMN		ENGL-232 Film and Media Literacy	3	TBD
2.3. DP HUMN		ENGL-233 Hip Hop: Poetry, Politics, Pop	3	ETHICS
2.3. DP HUMN		ENGL-240 Intro to Literature	3	TBD
2.3. DP HUMN		ENGL-250 Women in Literature	3	TBD
2.3. DP HUMN		ENGL-253 Images of Women	3	TBD
2.3. DP HUMN		HUMN-211 Humanities Music, Art, Ideas I	3	TBD
2.3. DP HUMN		HUMN-212 Human Music, Art, & Ideas II	3	TBD
2.3. DP HUMN		HUMN-213 Humanities:Pop Culture Connec	3	TBD
2.3. DP HUMN		HUMN-215 Arts in Performance	3	TBD
2.3. DP HUMN		MUSI-210 Music Apprec	3	TBD
2.3. DP HUMN		MUSI-225 A Hist of Jazz in Amer Culture	3	INTER
2.3. DP HUMN		MUSI-260 Afro-American Music	3	INTER
2.3. DP HUMN		PHIL-110 Critical Thinking	3	CRIT
2.3. DP HUMN		PHIL-120 Moral Principles Contemp Prob	3	ETHICS
2.3. DP HUMN		PHIL-210 Intro Philosophy	3	TBD
2.3. DP HUMN		PHIL-211 Intro Wld Religion	3	INTER
2.3. DP HUMN		PHIL-212 African-American Philosophy	3	INTER
2.3. DP HUMN		PHIL-220 Intro Logic	3	TBD



Req Cat	Track	Course Title	Cr	CLO
2.3. DP HUMN		RELI-215 Intro the Bible	3	TBD
2.3. DP HUMN		THEA-203 Intro Theater	3	TBD
3.1. IT ETHICS		BADM-220 Ethics Citizenship Contemp Wld	3	ETHICS
3.1. IT ETHICS		COHE-200 Intro Community Health	3	ETHICS
3.1. IT ETHICS		CRJC-203 Criminal Justice Ethics	3	ETHICS
3.1. IT ETHICS		EDUC-211 Lab Experiences in Area School	3	ETHICS
3.1. IT ETHICS		ENGL-233 Hip Hop: Poetry, Politics, Pop	3	ETHICS
3.1. IT ETHICS		ETCE-101 Foundations Ethics & Civic Engage	1	ETHICS
3.1. IT ETHICS		ETCE-102 Intermediate Ethics & Civic Engage	1	ETHICS
3.1. IT ETHICS		ETCE-103 Advanced Ethics & Civic Engage	1	ETHICS
3.1. IT ETHICS		ETCE-200 Ethics Civic Engage in Action	3	ETHICS
3.1. IT ETHICS		HCM-200 Ethics and Civic Resp Health Prof	3	ETHICS
3.1. IT ETHICS		PHIL-120 Moral Principles Contemp Prob	3	ETHICS
3.1. IT ETHICS		PNUR-210 Intro to Professional Nursing	2	ETHICS
3.1. IT ETHICS		SPTM-210 Ethics Moral Reasoning in Sport	3	ETHICS
3.1. IT ETHICS		SWRK-220 Intro Human Services	3	ETHICS
3.2. IT RAAD		RAAD-110 Reasoning About Amer Demo	0	CRIT
3.3. IT GCE	GCEA	ENGL-220 African-American Lit I	3	INTER
3.3. IT GCE	GCEA	ENGL-223 African-American Lit II	3	INTER
3.3. IT GCE	GCEA	HIST-210 African-American History	3	INTER
3.3. IT GCE	GCEA	HIST-270 Intro to Africa in the Wld	3	INTER
3.3. IT GCE	GCEA	MUSI-225 A Hist of Jazz in Amer Culture	3	INTER
3.3. IT GCE	GCEA	MUSI-260 Afro-American Music	3	INTER
3.3. IT GCE	GCEA	PHIL-212 African-American Philosophy	3	INTER
3.3. IT GCE	GCEG	ANTH-210 Intro Anthropology	3	INTER
3.3. IT GCE	GCEG	ART-150 Manga Sequential Art Wld Culture	3	INTER
3.3. IT GCE	GCEG	ART-215 Survey of Global Art	3	INTER
3.3. IT GCE	GCEG	BADM-210 Intro Global Busn Envir	3	INTER
3.3. IT GCE	GCEG	CHIN-110 Elementary Chinese I	3	INTER
3.3. IT GCE	GCEG	CHIN-120 Elementary Chinese II	3	INTER
3.3. IT GCE	GCEG	ENGL-211 Wld Literature I	3	INTER
3.3. IT GCE	GCEG	ENGL-212 Wld Literature II	3	INTER
3.3. IT GCE	GCEG	FREN-110 Elementary French I	3	INTER
3.3. IT GCE	GCEG	FREN-120 Elementary French II	3	INTER
3.3. IT GCE	GCEG	GEOG-220 Wld Regional Geography	3	INTER
3.3. IT GCE	GCEG	GLBL-200 Global Literacy Exp I	3	INTER
3.3. IT GCE	GCEG	HIST-110 Wld History to 1600	3	INTER
3.3. IT GCE	GCEG	HIST-120 Wld History since 1600	3	INTER
3.3. IT GCE	GCEG	PHIL-211 Intro Wld Religion	3	INTER
3.3. IT GCE	GCEG	POLI-230 Ethics and Global Affairs	3	INTER

<b>Req Cat</b>	<b>Track</b>	<b>Course Title</b>	<b>Cr</b>	<b>CLO</b>
3.3. IT GCE	GCEG	SOCI-150 The Global Society	3	INTER
3.3. IT GCE	GCEG	SPAN-110 Elementary Spanish I	3	INTER
3.3. IT GCE	GCEG	SPAN-112 Spanish for Health Prof 1	3	INTER
3.3. IT GCE	GCEG	SPAN-120 Elementary Spanish II	3	INTER
3.3. IT GCE	GCEG	SPAN-122 Spanish for Health Prof 1	3	INTER
3.3. IT GCE	GCEG	SPAN-211 Intermediate Spanish	3	INTER
3.3. IT GCE	GCEG	YORU-110 Elementary Yoruba I	3	INTER
3.3. IT GCE	GCEG	YORU-120 Yoruba II	3	INTER
3.4. IT LIFE	BADM	ENTR-100 Entrepreneurial Thinking	2	SOFT
3.4. IT LIFE	BADM	FINC-100 Financial Literacy	2	SOFT
3.4. IT LIFE	SUST	GEOG-110 Environmental Literacy	2	SOFT
3.4. IT LIFE	WELL	HEED-112 Health and Wellness	2	SOFT
3.4. IT LIFE	WELL	HEED-113 Health, Fitness, and Wellness	3	SOFT
3.4. IT LIFE	WELL	PEDU-101 Swimming (Coed)	1	SOFT
3.4. IT LIFE	WELL	PEDU-107 Weight Training	1	SOFT
3.4. IT LIFE	WELL	PEDU-112 Golf	1	SOFT
3.4. IT LIFE	WELL	PEDU-120 Tennis & Badminton	1	SOFT
3.4. IT LIFE	WELL	PEDU-122 Volleyball	1	SOFT
3.4. IT LIFE	WELL	PEDU-130 Basketball	1	SOFT
3.4. IT LIFE	WELL	PEDU-132 Bowling	1	SOFT
3.4. IT LIFE	WELL	PEDU-140 Conditioning Exercise	1	SOFT

## APPENDIX 12. ABBREVIATIONS

Abbrev	Description	Explanation
CLO	Core Learning Outcome	
COMM	Communication	
CRIT	Critical Thinking	
INFO	Information Literacy	
INQU	Inquiry and Analysis	
ETHICS	Ethical Reasoning	
INTER	Intercultural Knowledge	
SOFT	Soft Skills	
TBD	To Be Determined	Social Science and Humanities courses have several options for Primary CLO. Departmental faculty will need to determine under which CLO they want the course(s) certified.
ES	Essential Skills	
UNIV	University Studies	
DIGI	Digital Literacy	
COMMO	Oral Communication	
COMMW	Written Communication	
INFO	Information Literacy	
QUAN	Quantitative Reasoning	
DP	Disciplinary Perspectives	
NSCI	Natural Science	
SSCI	Social Science	
HUMN	Humanities and Creative Arts	
IT	Interdisciplinary Themes	
ETHICS	Ethical Reasoning	The current Ethics and Civic Engagement CLO is being split into Ethical Reasoning and Reasoning About American Democracy (RAAD). RAAD is reserved for the new Reasoning About American Democracy requirement and course. Unless the course was clearly identified as an Ethics course, departmental faculty will have to determine whether and how to redefine courses as Ethics.
RAAD	Reasoning About American Democracy	
GCE	Global and Cultural Experiences	
LIFE	Life Skills	
Track	IT Tracks	
GCEG	Global Literacy	
GCEA	African American Experience	
WELL	Health and Wellness	
BADM	Financial and Entrepreneurial Literacy	
SUST	Sustainability	