

## ***SIGNATURES FOR APPROVAL OF CHANGES***

### **APPROVED BY:**

1. Department of \_\_\_\_\_

\_\_\_\_\_  
Signature of Chairperson Date

2. Curriculum Committee, School/College of **University Studies**

\_\_\_\_\_  
Signature of Chairperson Date

3. Faculty, School/College of \_\_\_\_\_

\_\_\_\_\_  
Signature of Dean Date

4. Faculty Senate Committee: **New Programs and Curricula**

\_\_\_\_\_  
Signature of Committee Chairperson Date

5. Faculty Senate

\_\_\_\_\_  
Signature of President Date

6. University Administration

\_\_\_\_\_  
Signature of Provost/Vice Chancellor for Academic Affairs Date

Proposal Initiated by: **Dr. Robert Davis and Dr. Sanjiv Sarin**  
**Co-Chairs, University Studies Committee**

Proposed Date of Initiation **Fall 2006**

**SUMMARY OF PROPOSED CURRICULA CHANGES**

Date: Mar 31, 2005

REQUESTED BY : University Studies (Department) UNST (Department Code)

Signature of Chairperson \_\_\_\_\_ University Studies \_\_\_\_\_  
 (School/College)

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Directions: Enter the appropriate page number from the proposal packet and entry number, i.e. page number from the **current** NCA&TSU bulletin for each course revision requested. If a **new course**, type "**NEW**" under the column titled number and enter the new prefix and course number under the column titled new. If the change is to **delete a course**, type "**DEL**" under the column titled number and enter the prefix and course number under the column titled old. Place an "**X**" under Proposed Changes for all other requested course revisions.

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 \*\*\*\*\*PROPOSED CHANGES\*\*\*\*\*

Page #	Entry #	Course Numbers		Prefix	Number	Title	Prerequisite	Credit Hours (Lecture-Laboratory)	Description
		OLD	NEW						
1			UNST 100		NEW				
2			UNST 110		NEW				
3			UNST 120		NEW				
4			UNST 130		NEW				
5			UNST 140		NEW				
6									Course Changes as Related to Other Programs
7									Course Changes as Related to resources
8									Example Curriculum Guide - OLD
9									Example Curriculum Guide - NEW
10									Course Equivalency
11									UNST Program Information

PROPOSED NEW COURSE

To be completed for number, title, prerequisite, credit hours, and description

1. Number UNST 100

2. Title University Experience

3. Prerequisites \_\_\_\_\_

4. Credits 3(3-0) 1(1-0)  
(Lecture-Laboratory)

5. Description This seminar will emphasize the role of the University Studies program and present a broad overview of the curriculum structure and rationale, including an introduction to a variety of interdisciplinary themes within the UNST program. Introductory discussions on ethics, wellness and healthy lifestyles, diversity and civic engagement will be included.

6. Semester(s)  
to offered:  
Fall, Spring, Summer Fall, Spring, Summer

Please attach **current** and **proposed** curricula to show implementation of new course.

PROPOSED NEW COURSE

To be completed for number, title, prerequisite, credit hours, and description

- 1. Number            UNST 110
- 2. Title             Critical Writing
- 3. Prerequisites    \_\_\_\_\_
- 4. Credits 3(3-0)   3(3-0)  
                          (Lecture-Laboratory)

5. Description            This course introduces students to reading comprehension and the writing process. Students will read and evaluate selected texts and develop critical thinking abilities through writing and speaking. Students will engage in formal and informal writing, pay attention to grammar and conventions of standard written English, revise drafts and respond to constructive feedback. All students will develop a writing portfolio for course assessment.

- 6. Semester(s)  
to offered:  
Fall, Spring, Summer Fall, Spring, Summer

Please attach **current** and **proposed** curricula to show implementation of new course.

PROPOSED NEW COURSE

To be completed for number, title, prerequisite, credit hours, and description

- 1. Number                    UNST 120
  
- 2. Title                      The Contemporary World
  
- 3. Prerequisites            \_\_\_\_\_
  
- 4. Credits 3(3-0)        3(3-0)  
                                  (Lecture-Laboratory)
  
- 5. Description            This course examines the social, economic, political, and cultural roots of the contemporary world. It focuses on the major developments, events, and ideas that have shaped world societies since the beginning of the twentieth century. Close attention will be given to concepts and categories that allow students to grasp the nature and development of the contemporary world, thus providing them with a framework to understand the global experience in our times. The course will help students develop critical thinking skills in their oral and written work and learn to use information technology effectively.
  
- 6. Semester(s)  
    to offered:  
    Fall, Spring, Summer Fall, Spring, Summer

Please attach **current** and **proposed** curricula to show implementation of new course.

PROPOSED NEW COURSE

To be completed for number, title, prerequisite, credit hours, and description

- 1. Number            UNST 130
  
- 2. Title             Analytical Reasoning
  
- 3. Prerequisites    \_\_\_\_\_
  
- 4. Credits 3(3-0)   3(3-0)  
                          (Lecture-Laboratory)
  
- 5. Description     This survey course gives students an overview of scientific, quantitative, and logical reasoning to prepare them to interpret and solve problems encountered in everyday life. Students will consider concepts from logic and the scientific disciplines including life, social and physical sciences. The scientific method and a variety of analytical approaches will be explored, including numerical, graphical, verbal/logical, and algebraic.
  
- 6. Semester(s)  
    to offered:  
    Fall, Spring, Summer Fall, Spring, Summer

Please attach **current** and **proposed** curricula to show implementation of new course.

PROPOSED NEW COURSE

To be completed for number, title, prerequisite, credit hours, and description

- 1. Number            UNST 140
  
- 2. Title             The African American Experience: An Interdisciplinary Perspective
  
- 3. Prerequisites    \_\_\_\_\_
  
- 4. Credits 3(3-0)   3(3-0)  
                          (Lecture-Laboratory)
  
- 5. Description      This course provides an interdisciplinary perspective to the important contributions made and challenges faced by people of African descent in America and the Global Community. This course will focus on oral, written and visual means of expression as a basis for discussion, analysis and debate.
  
- 6. Semester(s)  
    to offered:  
    Fall, Spring, Summer Fall, Spring, Summer

Please attach **current** and **proposed** curricula to show implementation of new course.

***COURSE CHANGES AS RELATED TO OTHER PROGRAMS***

To be completed **only** for changes which affect other curricula/programs of study.

COURSE NUMBER(S): OLD \_\_\_\_\_ New UNST 100, 110, 120, 130, 140

1. List those programs, other than your own, which have this course as a required part of their curriculum.

All undergraduate degree programs require the University Studies courses

If an entire school, so indicate. Yes, all schools and colleges

Has this proposed change been discussed with respective department(s) to be affected by this change?

Check: Yes  No

2. If there are course offerings in the total curriculum of A&T related to the proposed course, show the catalog data for such courses.

None relating to the new proposed courses.

3. Is this proposal directed toward meeting the requirements of an accrediting agency and/or professional organization? If so, give details.

The proposed University Studies program meets SACS requirements on General Education (see Article 2.7.3 of SACS Accreditation Guidelines <http://www.sacscoc.org/pdf/PrinciplesOfAccreditation.PDF>). The program meets the requirement of at least one course from each of these three areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics and consists of at least 30 total hours.

## ***COURSE CHANGES AS RELATED TO RESOURCES***

To be completed for all **new** courses/programs of study.

COURSE NUMBER(S): NEW UNST 100, 110, 120, 130, 140

1. Describe any additional equipment, library, and/or media resources necessary for the implementation of this course and indicate the fiscal arrangements for gaining such resources.

None

2. Indicate the additional staff which would be needed for the implementation of this proposal and describe the fiscal arrangements for such staff. That is:
  - a. Show for each semester of the past academic year the total teaching load for the department in contact hours, the number of full-time equivalent faculty positions, and the average teaching load per FTE.

The Provost and Deans are committed to providing the faculty resources needed for the new courses and the revised program.

- b. Repeat (a.) showing the effect of the implementation of this proposal.

Not applicable. See response to Item 2(a) above.

3. Describe how this proposal is consistent with goals and objectives of the department, the school and the University.

This proposal is aimed at a comprehensive revision of the University's General Education Core Curriculum. This is aligned with the FUTURES vision adopted by the University's faculty in 1999. Revision of the General Education Core Curriculum is also one of the action items in the FUTURES Strategic Plan.

4. Other comments:

EXAMPLE CURRICULUM GUIDE – OLD

**Bachelor of Science in Computer Science - OLD**

**FRESHMAN YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
COMP 100	0	COMP 101	0
COMP 160	4	COMP 165	4
MATH 131	4	MATH 132	4
ENGL 100	3	MATH 123	3
Approved Social Science elective	3	ENGL 101	3
PE or Health	<u>2</u>	Approved Social Science elective	<u>3</u>
	16		17

**SOPHOMORE YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
COMP 200	0	COMP 201	0
COMP 280	3	COMP 285	3
MATH 223	3	INEN 270 or MATH 224	3
MATH 431	3	SPCH 250	3
Approved Humanities elective	3	Approved Humanities elective	3
Science elective	<u>4</u>	PHYS 241	3
	16	PHYS 251	<u>1</u>
			16

**JUNIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
COMP 300	0	COMP 301	0
COMP 360	3	COMP 375	3
COMP 370	3	COMP 385	3
MATH 440 or MATH 450	3	Approved COMP elective	3
Approved Science elective	4	Approved Science elective	3
ENGL 331	<u>3</u>	Free elective	<u>4</u>
	16		16

**SENIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
COMP 400	0	COMP 401	0
COMP 450	3	COMP 510	3
COMP 467	3	Approved COMP elective	3
COMP 390	3	Approved COMP elective	3
Approved Humanities elective	3	Approved Business elective	<u>3</u>
Free Elective	<u>3</u>		12
	15		

**Program Total: 124**

EXAMPLE CURRICULUM GUIDE – NEW

**Bachelor of Science in Computer Science - NEW**

**Freshmen Year**

<b>Semester 1 (Fall) Courses</b>		<b>Semester 2 (Spring) Courses</b>	
UNST 100 University Experience	1	UNST 140 African American Experience	3
UNST 120 The Contemporary World	3	MATH 123 Discrete Math I	3
MATH 131 Calculus I	4	MATH 132 Calculus II	4
UNST 130 Analytical Reasoning	3	GEEN 120 Colloquium II	0
GEEN 110 Colloquium I	0	GEEN 165 Computer Programming Design	4
GEEN 163 Intro. to Computer Programming	3	UNST 110 Critical Writing	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>17</b>

**Sophomore Year**

<b>Semester 3 (Fall) Courses</b>		<b>Semester 4 (Spring) Courses</b>	
UNST Elective	3	UNST Elective	3
UNST Elective	3	UNST Elective	3
MATH 223 Discrete II	3	PHYS 241 General Physics I	3
MATH 431 Differential Equations	3	PHYS 251 General Physics I Lab	1
COMP280 Data Structures	3	MATH 224 Probability & Statistics <i>or</i> INEN 270 Engineering Statistics	3
COMP200 Colloquium III	0	COMP 285 Analysis of Algorithms	3
		COMP 201 Colloquium IV	0
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>16</b>

**Junior Year**

<b>Semester 5 (Fall) Courses</b>		<b>Semester 6 (Spring) Courses</b>	
COMP 360 Programming Languages	3	COMP 375 Computer Arch & Org	3
COMP 370 Intro. to Computer Arch.	3	COMP 467 Data Base Design	3
MATH 440 Numerical Methods <i>or</i> MATH 450 Linear Algebra	3	COMP 510 Software Engineering	3
Science Elective	4	Science Elective	4
COMP 365 Programming Meth. & Concepts	3	ENGL 331 Technical Writing	3
COMP 300 Colloquium V	0	COMP 301 Colloquium VI	0
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

**Senior Year**

<b>Semester 7 (Fall) Courses</b>		<b>Semester 8 (Spring) Courses</b>	
COMP 385 Theory of Computing	3	COMP 596 Senior Project II	3
COMP 450 Operating Systems	3	COMP Elective	3
COMP Elective	3	COMP Elective	3
COMP 476 Networked Comp. Systems	3	Business Elective	3
COMP 390 Soc. Implications of Computing	3	Free Elective	3
COMP 400 Colloquium VII	0	COMP 401 Colloquium VIII	0
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

**Program Total ----- 124**

## Course Equivalency

Course equivalency between an existing course and a proposed UNST Foundation course is given in the table below.

<b>Current General Education Course</b>	<b>New UNST course</b>
Freshman Seminar	UNST 100
ENGL 100	UNST 110
ENGL 101	UNST Elective
Global Studies, HIST 101	UNST 120
CHEM 100 (Physical Science)	UNST 130
African American Studies (ENGL 333, ENGL 334, HIST 201, HIST 202, HIST 416, POLI 220, or SOWK 414)	UNST 140

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**University Studies**  
**North Carolina A&T State University**  
[www.ncat.edu/~univstud](http://www.ncat.edu/~univstud)

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### **Purpose**

The purpose of the General Education (University Studies) core curriculum at North Carolina A&T State University is to provide a framework for critical inquiry that serves as a foundation for continuing academic development and life-long learning. Through discovery, inquiry, analysis, and application, the core curriculum promotes:

- *broad-based critical-thinking skills,*
- *effective written and oral communication of ideas,*
- *appreciation for diverse cultures,*
- *commitment to ongoing civic engagement and social responsibility.*

The University Studies (UNST) core curriculum derives its purpose from the University's goal to prepare students through interdisciplinary learning and discovery to assume leadership roles in a fast-changing global society. Through coursework and co-curricular experiences, the UNST core curriculum develops in students an understanding of the interdisciplinary nature of knowledge, encourages cross-disciplinary dialogue, and promotes the development of intentional learners who take responsibility for their learning.

### **Guiding Principles**

- The UNST core curriculum serves as a bridge to advanced study within disciplinary majors, where the critical thinking skills developed during a student's first two years of coursework are further developed and enhanced. The core curriculum extends into the major with an emphasis on the continued development of effective critical thinking and communication skills, culminating in a senior-level capstone experience that highlights and reflects students' intellectual development within and across disciplines. While the core curriculum promotes foundation-level knowledge in a broad array of disciplines, it is important to note that it does not provide *all* the preparation needed for every major. Some majors will require additional coursework, field experiences, and collaborative learning skills to meet discipline-specific needs.
- The UNST core curriculum provides a common foundation for building the knowledge and skills that are required in today's fast-changing society. Every graduate, regardless of his or her major, will possess a common set of attributes defined by the core curriculum's learning objectives.
- Students will be expected to demonstrate their achievement of these learning objectives and associated learning outcomes through ongoing assessment at both the course and program level. In addition, academic departments offering courses that fulfill UNST core curriculum requirements will be required to regularly provide evidence that the courses are achieving the learning objectives that they were originally developed to achieve.

## **Learning Objectives**

### Communication

1. Effectively use information technology to find, interpret, evaluate, and use information discerningly.
2. Effectively communicate in diverse settings and groups using written, oral, and visual means.
3. Effectively employ critical thinking skills in written and oral communication.
4. Effectively relate ideas and concepts, as well as modes of inquiry, across disciplines.

### Analytical Reasoning

5. Use analytical thinking skills to evaluate information critically.
6. Apply multiple modes of inquiry, including quantitative and qualitative analysis, to formulate, describe, evaluate, and solve problems.

### Application of Scientific Method

7. Apply scientific reasoning skills to model natural, physical, social, and aesthetic phenomena using multiple modes of inquiry.
8. Use a wide range of disparate information and knowledge to draw inferences, test hypotheses, and make decisions.

### Multicultural Relations Within a Global Society

9. Understand African/African American culture and traditions, including political, economic, and social challenges affecting people of African descent.
10. Interact effectively with people from diverse cultures.
11. Understand and appreciate the diversity and interrelationship of cultures locally, regionally, nationally, and internationally.

### Historical and Social Processes in a Changing World

12. Understand the role of social, political, and economic institutions and processes in the development of societies and the factors that lead to dynamic change in societies over time.

### Artistic and Literary Understanding

13. Understand the role of literature, music, and the fine arts in describing, defining, and celebrating the human condition in diverse world cultures.

### Ethics and Social Responsibility

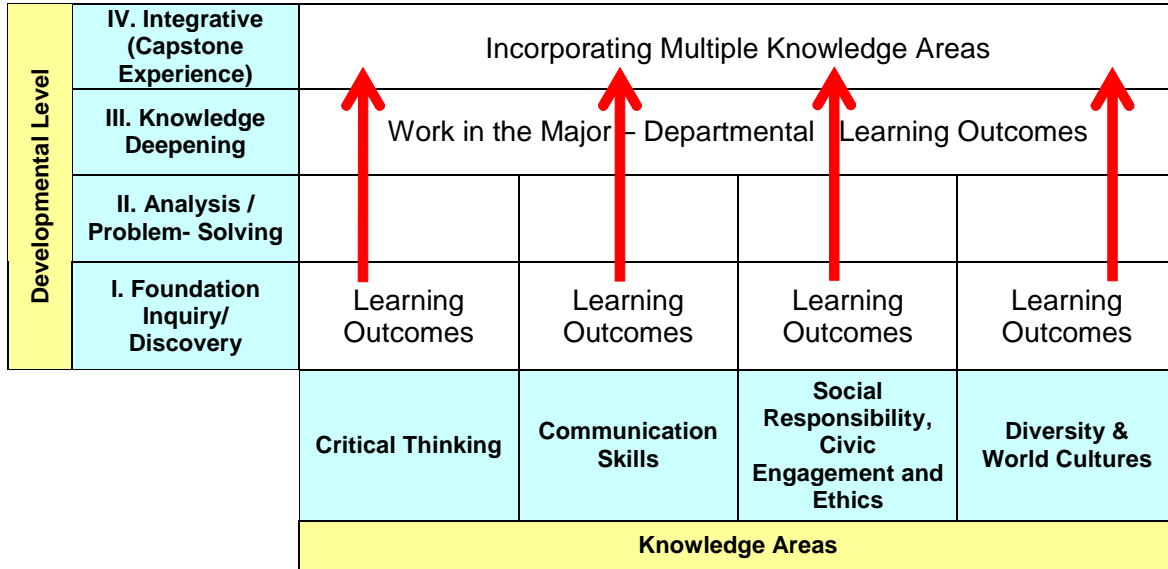
14. Understand and apply ethical reasoning principles to resolve moral, social, and professional issues.
15. Understand the role that markets, governments, and other social institutions can play in reducing social and economic inequality.

### Health, Lifestyles, and Behavior

16. Understand and promote principles of wellness that include nutrition, exercise, avoidance of mind-altering chemicals, development of healthy relationships, and personal growth.
17. Recognize behaviors that place individuals, families, and communities at risk.

### Developmental Model

Conceptually, the University Studies curriculum represents an intentional developmental process focused on introducing basic inquiry, discovery, and critical thinking skills in the freshman year, strengthening analytical and problem-solving skills in the sophomore year, deepening those skills through coursework in the major during the junior and senior years, and ending with an interdisciplinary, integrative capstone experience in the senior year. At each of these levels, coursework and experiences outside the classroom should build and reinforce critical thinking and communication skills, social responsibility and ethical decision-making, and appreciation and understanding of diverse cultures.



### Clusters Concept

Clusters consist of foundation courses (13 credit hours) and Elective courses (12 credit hours). Students will be expected to complete their foundation courses in the freshman year, before taking the Elective courses as shown below.

<b>UNST 2XX/3XX</b>	<b>UNST 2XX/3XX</b>	<b>UNST 2XX/3XX</b>	<b>UNST 2XX/3XX</b>	<b>Elective courses (12 credits)</b>	<b>Volunteer Service (50 hours)</b>
UNST 100: University Experience (1 credit) UNST 110: Critical Writing (3 credits) UNST 120: The Contemporary World (3 credits) UNST 130: Analytical Reasoning (3 credits) UNST 140: The African-American Experience: An Interdisciplinary Experience (3 credits)				<b>Foundation courses (13 credits)</b>	

## Curriculum Structure

### 1. Cluster Courses

#### *1A. Foundation Courses*

**13 credits**

Foundation courses develop the basic framework of the University Studies curriculum and focus on the four major goals of the UNST program: broad-based critical-thinking skills; effective written and oral communication of ideas; appreciation for diverse cultures; and commitment to ongoing civic engagement and social responsibility. The Foundation courses utilize active learning techniques and emphasize formative as well as summative assessment.

#### *1B. Elective Courses*

**12 credits**

### 2. Major specified courses

**At least 9 credits**

Selection of these courses is left to individual degree programs provided each of these additional courses adds to or reinforces one or more of the learning objectives.

### 3. Capstone experience

**At least 3 credits**

The capstone experience is a Senior level course designed and specified by individual degree programs and is consistent with the goals and objectives of the UNST program. Capstone experience may include design projects, internships, co-op experiences, foreign study, community projects, etc.

### 4. Volunteer service

**50 hours**

Students spend 50 hours in volunteer service which include projects that promote service learning through participation in community service activities either on campus or in the local community. It is strongly recommended that students complete all volunteer hour requirements in the first three years; students will not be permitted to register for the capstone course without fulfilling volunteer hour requirements.

### **Exceptions to UNST Requirements**

The UNST Program is subject to the academic regulations published in the University Bulletin. This section clarifies the treatment of special situations that may require exceptions to the UNST course requirements.

#### Advanced Placement Credit

A student entering the University from secondary school may obtain advanced placement and college credit on the basis of performance on the College Entrance Examination Board Advanced Placement examinations. A score of three (3) or higher on any CEEB advanced placement examination will entitle the student to credit for a comparable UNST course. The academic advisor and department chair will recommend AP credit. The final decision on accepting AP course credits as a substitute for one or more UNST courses will be made by the Dean of the school/college in consultation with the Dean of University Studies.

#### Transfer Credits

All transfer students must discuss with their NCA&T academic advisor whether specific courses taken at previous institutions qualify for UNST credit. The academic advisor and department chair will recommend transfer credit equivalencies. The final decision on accepting transfer credits as a substitute for one or more UNST courses will be made by the Dean of the school/college in consultation with the Dean of University Studies.

## Foundation Courses

Foundation courses (13 credit hours) develop the basic framework of the University Studies curriculum and focus on the four major goals of the UNST program: broad-based critical-thinking skills; effective written and oral communication of ideas; appreciation for diverse cultures; and commitment to ongoing civic engagement and social responsibility. The Foundation courses emphasize formative and summative assessment, active learning, and introduction to interdisciplinary thinking.

### UNST 100: University Experience 1(1-0)

This seminar will emphasize the role of the University Studies program and present a broad overview of the curriculum structure and rationale, including an introduction to a variety of interdisciplinary themes within the UNST program. Introductory discussions on ethics, wellness and healthy lifestyles, diversity and civic engagement will be included. UNST Learning Objectives: 10, 14, 16, 17

### UNST 110: Critical Writing 3(3-0)

This course introduces students to reading comprehension and the writing process. Students will read and evaluate selected texts and develop critical thinking abilities through writing and speaking. Students will engage in formal and informal writing, pay attention to grammar and conventions of standard written English, revise drafts and respond to constructive feedback. All students will develop a writing portfolio for course assessment. UNST Learning Objectives: 1, 2, 3, 4.

### UNST 120: The Contemporary World 3(3-0)

This course examines the social, economic, political, and cultural roots of the contemporary world. It focuses on the major developments, events, and ideas that have shaped world societies since the beginning of the twentieth century. Close attention will be given to concepts and categories that allow students to grasp the nature and development of the contemporary world, thus providing them with a framework to understand the global experience in our times. The course will help students develop critical thinking skills in their oral and written work and learn to use information technology effectively. UNST Learning Objectives: 1, 2, 11, 12.

### UNST 130: Analytical Reasoning 3(3-0)

This survey course gives students an overview of scientific, quantitative and logical reasoning to prepare them to interpret and solve problems encountered in everyday life. Students will consider concepts from logic and the scientific disciplines including life, social and physical sciences. The scientific method and a variety of analytical approaches will be explored, including numerical, graphical, verbal/logical, and algebraic. UNST Learning Objectives: 5, 6, 7, 8.

### UNST 140: The African American Experience: An Interdisciplinary Perspective 3(3-0)

This course provides an interdisciplinary perspective to the important contributions made and challenges faced by people of African descent in America and the Global Community. This course will focus on oral, written and visual means of expression as a basis for discussion, analysis and debate. UNST Learning Objectives: 9, 13, 14, 15.