

**Integrative Liberal Studies Oversight Committee
Annual Report
Spring, 2008**

**Alan Hantz, Chair, Integrative Liberal Studies Oversight Committee
Karin Peterson, Coordinator, Writing Intensive Sub-committee
Dee James, Coordinator, Diversity Intensives Sub-committee
David Clarke, Chair, Information Literacy Sub-committee
Chris Bell, Chair, Quantitative Intensives Subcommittee
Keith Krumpke, Coordinator, Liberal Studies Colloquia**

This report summarizes the activity of ILSOC and its respective sub-committees for the academic year 2007-2008. It includes suggestions about establishing and maintaining connection with the UNCA Master Plan and the UNC-Tomorrow initiative, as well as information about ILS related faculty development initiatives. The theme of ILSOC's work in 2007-2008 was increased ownership of ILS by the UNCA faculty and it is our view that this theme was substantially advanced in both participation by faculty and in governance of the program.

I. Implementation progress:

ILS Implementation Timetable from Senate Document SD1704S

AY 2004-5:

- LSIC
- LANG 120
- W-intensives initiated
- I-intensives initiated (LANG 120)

AY 2005-6:

- Begin Topical Cluster Pilot Program (Phase 1)
- Bring W-intensives online in Humanities program
- Bring I-intensives online in departmental courses
- Bring Q-intensives online

AY 2006-7

- Continue Topical Cluster Pilot Program (Phase 2)
- Bring W-intensives online in departmental courses
- Bring D-intensives online

AY 2007-8

- Continue Topical Cluster Pilot Program (Phase 3)
- LSSC

AY 2008-9

- ILS Topical Cluster requirement fully implemented
- ILS Program fully implemented

Implementation of the ILS is on schedule, and in most areas it is ahead of schedule. Supporting data found below and in the individual sub-committee reports indicates clearly the high level of faculty commitment and involvement with the ILS program. The single area where greater attention and coordination are suggested is that of the topical clusters. The number of topical clusters has increased and the style of clusters has widened to include several highly focused ones. The tables below summarize course offerings pertaining to ILS requirements from Fall 2006 to the present. The numbers of courses available to students has been more than sufficient to meet student needs and the variety has been extensive, giving students many choices.

Table 1: Numbers of Sections of ILS Courses offered

Overall	total	clusters	intensives	Lsic
2006 Fall				52
2007 Spring	162	81	114	14
2007 Fall	258	106	173	45
2008 Spring	228	106	172	8

Intensives	wi	di	qi	il
2006 Fall	No data	No data	No data	No data
2007 Spring	25	24	41	24
2007 Fall	55	35	45	38
2008 Spring	46	37	44	45

clusters	CL01	CL02	CL03	CL04	CL05	CL06	CL07	CL08	CL09	CL10
2007 Spring	13	16	12	14	11	4	10	1		
2007 Fall	18	18	10	19	17	9	9	3	3	
2008 Spring	16	19	15	21	15	5	12		3	

Table 2: Participating Departments

Departments:	2006 Fall	2007 Spring	2007 Fall	2008 Spring
	Acct	Acct	Acct	Acct
	Anth	Anth		Anth
		ART		ART
	Arth	Arth	Arth	Arth
		ARTS 310	ARTS 310	ARTS 310
		ASTR	ASTR	ASTR
	Atms	Atms	Atms	Atms
	Bio	Bio	Bio	Bio
	Chem	Chem	Chem	Chem
	Clas	Clas	Clas	Clas
	Csci		Csci	Csci
	Dram	Dram	Dram	Dram
	Econ	Econ	Econ	Econ
	Educ	Educ	Educ	Educ
	Envr	Envr	Envr	Envr
			ESI	ESI
	Fren	Fren	Fren	Fren
	Germ	Germ	Germ	Germ
	Hist	Hist	Hist	Hist
	Hon		Hon	Hon
	Hum	Hum	Hum	Hum
	Hwp	Hwp	Hwp	Hwp
	Ints	Ints	Ints	Ints
		Lang	Lang	Lang
	Lit	Lit	Lit	Lit
	Ls	Ls	Ls	Ls
	Math	Math	Math	Math
	Mcom	Mcom	Mcom	Mcom
	Mgmt	Mgmt	Mgmt	Mgmt
	Mmas	Mmas	Mmas	Mmas
	Musc	Musc	Musc	Musc
	Phil	Phil	Phil	Phil
	Phys	Phys	Phys	Phys
		POLS	POLS	POLS
	Psyc	Psyc	Psyc	Psyc
	Soc	Soc	Soc	Soc
		SPAN	SPAN	SPAN
		STAT	STAT	STAT
	Wmst		Wmst	Wmst

II. Administrative Issues in 2007-2008:

Change in committee structure

Prior to Fall 2007, the Faculty Senate Document describing ILSOC responsibilities, no mention is made of oversight of cluster or colloquium coordination. Beginning in 2007-2008, ILSOC membership responsibilities were re-envisioned so as to include this as a specific area of responsibility for particular ILSOC members, patterning after the idea of having ILSOC members be the Intensive sub-committee chairs. Dr. Krumpe assumed the role of Colloquium Coordinator, moving this area to a state of greater faculty ownership. Dr. Hantz took on the Cluster assignment and began with an examination of cluster make-up and participation. For fall, 2008 ILSOC expects to work with FWDC and APC to create a more clear handbook statement describing ILSOC membership and responsibilities.

Establishment of an ILSOC calendar of deadlines

In spring 2008 ILSOC established a deadline system for ILS proposals of all types. The purpose of the deadlines is to enable clear communication with students about what courses are available in a given semester by having the published course schedule indicate this. A second purpose of the establishment of deadline dates is to enable the subcommittees to function more smoothly. The latter is particularly important given the coming shift from establishment to assessment of the program. The deadline system is modeled after the one used by APC, except ILS proposals are considered every semester rather than yearly as done by APC. The deadlines were published on April 1, and are being phased in as follows:

To count a course for Fall, 2008, proposals should be received by May 2, 2008.

To count a course for Spring, 2009, proposals should be received by September 8, 2008.

To count a course for Fall, 2009, proposals should be received by February 2, 2009.

III. Program and Policy Issues in 2007-2008

Cluster Coordination

The addition of courses to clusters, particularly larger ones, was slowed for the year, as topical clusters were studied. In 2008-2009, ILSOC anticipates greater activity on the part of many cluster coordinators to facilitate communication among cluster teachers and to develop ways to help students better see the connections among cluster courses. Most importantly, cluster coordinators will be called upon to participate in the development of an assessment process pertaining to the objectives and outcomes of their clusters. A set of guidelines for cluster coordinators is under construction and will be distributed in the summer of 2008. The first four original clusters are scheduled for re-approval reviews in the coming year. For reference, the description of the ILS topical clusters component appears as Appendix B at the end of this document.

Senior Colloquia

Faculty involved in HUM414 petitioned ILSOC to retain that course as a distinct alternative to LS479. ILSOC agreed to their proposal and will revisit the subject in 2008-2009 with input from the APC.

Learning Foundations

As the focus of ILSOC evolves from the task of implementation to that of assessment, the question of what to do about the Learning Foundations component of ILS emerges. There is nothing in ILSOC's charge regarding the responsibility for oversight or assessment of this important area. ILSOC anticipates interacting extensively with APC (and possibly IDC, depending on the will of the Faculty Senate) on this subject.

ILS Assessment

2007-2008 saw extensive work among the intensive sub-committees toward the development of effective, objective outcomes assessment. Progress in this area is described in the individual Intensive Area reports below. It is expected that the major activity of ILSOC for 2008-2009 will be the completion and testing of an assessment process.

IV. Quantitative Intensives Report

2007-08 Members:

Chris Bell, Economics, Chair

Patrick Foo, Psychology

Peter Kendrick, Mathematics

Dot Sulock, Mathematics, Director of Math Lab

QI Courses as of March 18, 2008:

31 total

5 added in past year

14 disciplines represented

14 departments represented:

Management and Accountancy (2 accounting, 2 management courses)

Physics (1 astronomy, 7 physics courses)

Chemistry (4 courses)

Drama (1 course)

Economics (2 courses)

Education (2 courses)

Environmental Science (2 courses)

Mathematics (3 mathematics, 2 statistics courses)

Psychology (1 course)

Sociology (2 courses)

2 courses in progress to be added (both economics)

Number of 2007-2008 Petitions:

Total number: 4

Number accepted: 4

Nature of petitions:

2 requests that courses taken at other schools identical to UNCA QI courses satisfy QI requirement

1 request that a UNCA course taken before identical UNCA course granted QI status satisfy QI requirement

1 request that a course taken at another school that satisfies UNCA QI criteria satisfy QI requirement.

Major 2007-2008 Initiatives:

Assessment. Created draft assessment instrument with the following objectives:

Provide feedback to instructors

Provide administrative feedback

Assess success in meeting QI goals

V. Information Literacy Intensive Subcommittee

For the 2007 Fall semester the Information Literacy Intensive Subcommittee consisted of Janet Ferguson (Library), Eileen Crowe (Literature), and David Clarke (chair of the subcommittee from the Biology Department). Activities of the subcommittee consisted of reviewing, providing feedback on, and (in some cases) helping to develop proposals to the subcommittee for approval of courses as information literacy intensive. In addition, Janet Ferguson and Eileen Crowe developed and implemented pre- and post-tests of knowledge of information literacy for all sections of LANG 120 in Fall 2007. We will examine the results this semester and summarize these data for our annual report. Once we feel that we are able to adequately assess the information literacy component of LANG 120, we will turn our attention to assessing the information literacy component of upper level courses designated information literacy intensive. Twelve such courses were approved in the Fall semester. They are:

ART 400	B.A. Seminar [Fall 07]
ART 490	Senior Exhibition I [Fall 07]
ARTH 460	Modern Art of Mexico and Brazil (Canejo) [Fall 07]
CSCI 462	Senior Project [Fall 07]
HIST 390	Seminar in Historiography [Fall 07]
LIT 356	Art of the Novel [Fall 07]
MMAS 438	Senior Capstone [Fall 07]
MUSC 352	Music History and Literature, 1600-1827 [Fall 07]
PHIL 402	Senior Research Seminar [Fall 07]

POLS 400	Internship [Fall 07]
POLS 490	Senior Research Seminar [Fall 07]
WMST 400	Senior Seminar [Fall 07]

A total of 29 information literacy intensive courses were approved as of August 2007. They are:

ACCT 340	Accounting Systems and Controls [Fall 05]
ANTH 455	Senior Thesis Seminar (H. Kelley) [Fall 05]
ATMS 473	Seminar in Atmospheric Sciences [Fall 06]
BIOL 480	Senior Seminar [Fall 06]
BIOL 498	Undergraduate Research in Biology [Fall 06]
CHEM 380	Chemical Research Methods [Fall 06]
CHEM 415	Chemistry Seminar [Fall 06]
CLAS 495	Senior Research Thesis [Fall 04]
DRAM 244	History of Theater I [Fall 06]
ECON 380	Approaches to Research in Economics [Fall 06]
EDUC 396	Research Methods in Education, K-12 [Fall 04]
EDUC 496	Directed Research in Education, K-12 [Fall 04]
ENVR 330	Seminar on Environmental Issues [Fall 05]
ESI 490	Readings and Research in Ethics & Social Inst. [Fall 06]
FREN 341	Survey of French Civilization and Literature II [Fall 06]
HWP 325	Pathophysiology of Chronic Disease [Fall 06]
INTS 373	The Nuclear Dilemma [Fall 05]
LIT 491	Senior Seminar [Fall 06]
MATH 365	Linear Algebra I (Bahls, Boudreaux) [Fall 06]
MATH 366	Linear Algebra II (Dohse) [Fall 05]
MATH 480	Mathematics Seminar [Fall 06]
MCOM 390	History of American Media [Fall 05]
MGMT 352	Applied Research [Fall 06]
MGMT 491	Senior Seminar [Fall 05]
MGMT 492	Senior Design Project (Yearout) [Fall 05]
MMAS 320	Intermediate Interactive Design [Fall 05]
PHYS 400	Modern Physics II (Dennison) [Fall 04]
PSYC 201	Research Methods I [Fall 06]
SOC 455	Senior Thesis Seminar [Fall 06]

Departments that have not submitted proposals as of April, 2008 are German and Spanish. The information literacy component of the ILS curriculum may be considered at least minimally implemented when proposals have been approved for courses required of all majors from these departments.

VI. Diversity Intensive Report.

Committee Composition and Duties:

The Diversity Intensives Committee for the academic year 2007/08 has been co-chaired by Cathy Whitlock (Math Department) and Dee James (Literature and Language Department). Joining them on the committee are: Ken Betsalel (Political Science), Heon Lee (Sociology) and Elena Adell (Foreign Languages). Dr. Betsalel will rotate off of the Committee at the end of this year. Cathy Whitlock and Dee James will serve one more year. Heon Lee and Elena Adell will serve two more years. This past year, besides the main work of reviewing applications from faculty, we have divided the additional duties as follows:

- Cathy Whitlock has tracked applications for DI status and kept the statistics for us. The results of her work are listed below.
- Dee James has represented the Committee on ILSOC and handled student petitions for DI status for transfer courses and special cases. These numbers are also listed later in this report.
- Heon Lee and Ken Betsalel have developed and administered the beginning assessment tool—a survey of faculty with DI approved courses (as of this past December) to ascertain their feelings about their experience to date with these courses. This was a pilot assessment. Out of the 35 people who received the survey on line, 25 took it. The results are attached.
- Elena Adell has focused on faculty development issues and is poised with Dee James to begin a research project inquiring into any resistance (student and/or faculty) to DI courses. In November, she organized a meeting of anyone who had attended the summer workshops. There were 7 participants, including 3 members of the Committee. Elena is currently leading planning for the Summer 08) faculty development workshops.

Curriculum Report:

The status of Diversity Intensives applications and approvals as of Spring, 2008 is as follows:

- 71 courses on the DI list, including multiple sections of a few courses like ARTS 310. 36 of these sections have been fully approved with 8 applications pending.
- 2 sections of ARTS 310 and 4 sections of Humanities 324 (all taught by John McClain), 7 sections of HUM414 (taught by Jim Pitts, Grace Campbell, Reid Chapman, Kelly McEnany, and Cathy Whitlock) have been approved. Approval for these multiple sectioned courses is limited to applications from individual instructors. Coordinators of sections have the option of applying for the group but must be able to

assure that the application submitted with its Vision statement, Pedagogy and course materials, will be honored by all those who teach it. So far, members of these teams have not chosen to submit group applications.

- 10 applications for Pilot Courses * (more on the status of Pilots later).
- 38 classes (sometimes multiple sections) were offered in fall 07.
- 42 DI courses were offered Spring 08. Of the 42 classes, 5 instructors submitted pilot applications and 5 had not yet completed the paperwork.
- 20 new courses have been fully approved since last May; 7 of these moved from pilot to fully approved status.
- 8 students successfully petitioned for DI status for courses: 5 were transfer students (including a student from A/B Tech); 3 received credit for courses taken as part of a Study Abroad experience. 1 was granted DI status for a course taken here that was taught without DI status but the instructor later applied for and got approval of it for the same course.
- 2 cases are pending.
- If a student petitions for DI status for a course already in the catalogue but for which no application has been made by the instructor, he or she is directed to
 - (a) request that the instructor apply and/or
 - (b) request that the instructor initiate or support the request in writing with an accompanying rationale.

The Committee feels that enough sections of courses have been available in the last two to three years for students to have planned how to acquire their DI without such exceptions. However, the petition process exists to handle unusual circumstances and especially to assist transfer students.

- Three days of workshops were offered since last May. The initial workshop had 23 participants in May and the two-day follow up in August also had 23 participants. The August workshop provided an afternoon of discussion of the readings which had been distributed in May. The second day was a hands-on workshop in the computer lab of New Hall in which faculty began crafting or polishing their applications with consultants available.

Ongoing Work:

Throughout the course of our work together, the Committee has had several aims:

1. To examine the application process to determine whether or not it (a) provides the best information or insight into the courses proposed as DI courses according to the charge for the Committee.
2. To systematize and speed up the approval process.
3. *To move courses from Pilot status to approved status. We actually decided to do away with the Pilot status. But before we ended it, we offered applicants who had actually taught a

class as a Pilot a last opportunity to submit an abbreviated application consisting of a DI descriptive paragraph, a syllabus, and one course assignment illustrating how the DI objectives were met. We felt that they should already have these materials on hand. 7 faculty took advantage of this opportunity.

4. To begin developing an assessment plan.

5. To develop a process for renewal of DI status and for sunseting courses with that designation.

We have had discussions about whether or not students' interests are best served if freshmen Colloquia or all sections of required courses such as the Humanities courses become DI. We are also investigating how to better communicate with individual departments as well as advisors about DI offerings. We also made the decision to eliminate the pilot category because we now have enough sections available to serve students. Also, we discovered that the pilot program led to applications that were never completed and sometimes caused confusion for teachers, students and the Registrars office.

Our current objective is to identify 2 or 3 learning objectives for the program. That is work we will do with our colleagues who have already taught DI courses in the upcoming summer workshops billed as DI 201. We will also offer again the workshop for those who are interested in DI but have not yet committed to applying for DI status or who would like some feedback and help in that work. We are also committed to continuing to search for better ways to collect the material we need to make good judgments without over burdening our colleagues.

VII. Writing Intensive Subcommittee Report

Karin Peterson, Chair, Mary Alm, Patrick Bahls, Peter Caulfield, Heidi Kelley, Keith Krumpe, Leah Mathews, Sally Wasileski, Alice Weldon

This report examines the state of the Writing Intensive program (WI) in its current form, assesses the areas of success and need, and describes the committee's plan for its continued development and enhancement. The program started in the Fall of 2004. We believe that the Fall of 2009 represents an appropriate moment in its history to move from understanding our work as implementation to understanding our work as striving for excellence.

State of the WI Program

I. Delivery of the WI Graduation Requirement

One of the first obligations of the WI committee is to ensure that there is a sufficient number of WI courses, appropriately placed in the curriculum, for students to complete the requirement in a meaningful and timely way. We have chosen to examine the distribution of courses approved by field and by major to gauge the delivery of our program. Table 1.1

allows us to gauge the availability of WI courses for students and to identify areas where more courses need to be offered.

Course Offerings Summary Table 1.1

Area	Number of Fields offering <u>at least one</u> WI course	Number of Fields offering <u>at least two</u> WI courses	Number of Majors offering <u>at least one</u> WI course	Number of Majors offering <u>at least two</u> WI courses	Number of Majors offering <u>exactly one</u> WI course that is required	Number of Majors offering <u>two or more</u> WI courses that are required
Sciences (Fields 15) (Majors 10)	9	4	9	4	3	1
Humanities (Fields 15) (Majors 10)	10	7	7	5	2	6
Social Sciences (Fields 8) (Majors 8)	8	5	8	5	2	4
Interdisciplinary (Fields 9) (Majors 4)	5	4	3	2	1	
Totals	32	20	27	16	8	11

As of the date of this report, 87 courses have been awarded Writing Intensive status. Of the 15 fields offered in the Sciences, 9 have at least one WI course and 4 have two or more courses available. Of the 15 fields offered in the Humanities, 10 have at least one WI course and 7 have two or more courses available. Of the 12 fields offered in the Social Sciences, 9 have at least one WI course and 7 have two or more courses available. Of the 9 fields offered in the Interdisciplinary areas, 5 have at least one WI course and 4 two or more courses available. This number does not include LSIC 179 and 379, which are designated Writing Intensive automatically.

When we look at majors instead of fields, most majors have at least one WI course. In the Sciences, of the 10 majors offered, 9 have at least one WI course and 4 have at least two. In the Humanities, of the 10 majors offered, 7 have at least one WI course and 5 have at least

two. In the Social Sciences, of the 8 majors offered, all have at least one WI course and 5 have at least two. In Interdisciplinary majors, of the 4 majors offered, 3 have at least one WI course and 2 have at least two. We also note that there are 2 courses available in the Education Licensure program.

Examining the number of courses approved provides an indicator of the availability of WI courses to students. The graduation requisite is three WI courses, one of which is fulfilled by completing LSIC 179 or LSIC 379. In order to provide students with an adequate writing experience in the discipline, and to ensure that they complete graduation requirements in a timely and efficient manner, ideally at least two WI courses would be offered in each major. At this point, of the 30 majors, 26 offer at least one WI course, and 15 offer at least two WI courses. Four majors currently have no WI courses offered: Physics, Interdisciplinary Studies, Art and Drama. Drama has one application pending. In the case of Interdisciplinary Studies, most IST majors will take courses in one or more departments that have WI-designations as part of the design of their major. In the case of Art, the major currently requires two Art History courses, both designated as Writing Intensive.

A more conservative estimate of the delivery of the WI program emerges when we examine the number of required courses in a given major that have WI status. This is a strong indicator of the capacity of the current program to fulfill the needs of students in meeting the requirement in an efficient manner. Of the 10 science majors, 3 majors offer one required course with a WI-designation; 1 major offers two. Of the 10 humanities majors, 2 offer one required course with a WI-designation; 6 offer at least two required courses. Of the 8 social science majors, 2 offer one required course with a WI-designation; 4 offer at least two required courses. Of the 4 interdisciplinary majors, 1 major offers one required course with a WI-designation. This suggests that individual student trajectories in a major guarantee completion of the WI requirement in only 11 of the 32 majors. Majors with multiple electives and optional requirements will have a greater chance of providing for student trajectories than those with fewer electives and fewer requirements with the WI-designation. In addition, required courses that have the WI-designation assigned only to a single instructor when multiple instructors offer the course contribute to some but not all students' ability to complete the WI requirement.

Faculty Development

During May 2007, a three day workshop of 4 hours/day was offered for faculty teaching in or interested in teaching Writing Intensive courses. The workshop was taught by Mary Alm, Eileen Crowe and Karin Peterson. Twenty-nine faculty attended the sessions which focused on the theory and practices of Writing Across the Curriculum, emphasizing the writing process, the iterative development of writing assignments, and the construction of specific writing assignments by the participants.

The committee also views the opportunity of submitting an application to teach a WI course as a form of faculty development. Our current practice is to have one-on-one conversations

between committee members and applicants when there are questions about an application. We also make ourselves available to faculty developing a WI course prior to the application process.

Below we discuss an assessment pilot project which is intentionally designed to maximize formative opportunities in an assessment project. One of our committee's goals has been to increase the expertise of its members in the area of Writing Across the Curriculum. The following is a list of committee faculty development and scholarship during the past year:

In the Spring of 2007, Karin Peterson attended a two-day meeting of the Teagle Consortium discussing assessment strategies, and used the information gathered there to develop a pilot assessment project for the WI program at UNCA.

In September 2007, Karin Peterson, Dee James and Mary Alm attended the Carolina Writing Program Administrators Conference at Wildacres. Participation in the three-day retreat included each participant proposing a research topic on issues related to writing programs and preparing an annotated bibliography. As Chair of the WI subcommittee, Karin Peterson prepared her work in the area of assessment.

In the Spring of 2008, four members of the WI committee (Bahls, Krumpke, Peterson, Wasileski) attended a Teagle workshop on assessment and critical thinking at Wofford University.

Mary Alm, Patrick Bahls and Karin Peterson have been accepted to give a panel presentation at the International Writing Across the Curriculum Conference in May 2008 on the development of faculty in writing programs. Some of our assessment data will be presented at that time. In addition, Patrick Bahls is presenting a paper on mathematical writing.

Assessment

In an effort to develop an assessment plan for the WI curriculum, Karin Peterson, with input from the WI committee designed and implemented a pilot assessment program for the 2007-2008 academic year. The study has two goals: to learn about student perceptions of their writing and to examine the written work they produce in a single course across the span of a semester.

Ten faculty from across the university were recruited to participate:

Faculty Team One: ILS 179 Introductory Colloquium
Rebecca Bruce, CSCI 179 Modeling and the WWW
Lora Holland, HON 179, Persia>Iran: History, Culture and Change
Sophie Mills, CLAS 179, Ancient and Modern
Susan Reiser, MMAS 179, Modeling and the WWW

Robert Tatum, ECON 179, Global Poverty: Will the Poor Always Be With Us?

Faculty Team Two: ILS W-I Designated Courses

Patrick Bahls, MATH 280, Introduction to the Foundations of Mathematics

Dee James, LIT 491, Senior Seminar

Heidi Kelley, ANTH 455, Senior Thesis Seminar

Sandra Malicote, FREN 310, Composition and Structural Review I

Bryan Schaffer, MGMT 491, Senior Seminar

With input from the pilot assessment team, Karin Peterson adapted a pre-test instrument from the University of Houston's survey of student writing and tailored it to the needs of the courses represented in our study. A post test was also adapted to our institution's focus and incorporated questions from part of the Student Assessment of Learning Gains instrument (SALG). The project obtained IRB approval and in the ten selected courses, faculty collected two or three sets of student writing produced at different points in the semester. During the Spring of 2008, faculty are developing a common rubric for assessing what students are doing in WI courses. We will be recording a number of our conversations to study our own process of understanding student learning. Teams of two readers each will assess the student writing using the rubric, and also develop qualitative descriptions of what student writing looks like in each course. In addition to providing us with some initial data on student learning in 5 LSIC 179 courses and 5 discipline-specific WI courses, the process itself as well as the tools developed will be used to inform future WI assessment projects that are manageable, measurable and meaningful. We hope that our findings and tools will also be useful to other components of ILS, notably other intensives. In addition, the process is intentionally formative and developmental for the faculty involved, geared toward cultivating faculty ownership of assessment by enhancing its usefulness for understanding teaching and learning.

Successes

The Writing Intensive program is moving past initial development to the point where the committee can begin to focus on more refined goals. Signs that the program is up and running include the number of WI course offerings, the attendance of faculty at our May workshop, the willingness of 10 faculty to participate in a year-long assessment project, and the willingness of the WI members to enhance their own expertise and to share it with other faculty on this campus in one-on-one conversations and in some cases in professional settings.

Through informal networks of connection between the Freshman Writing Program (Lang 120) and the Writing Center, there is growing interest in enhancing the writing culture on our campus.

Need Areas

The committee has identified the following areas as needing continued attention:

1. Increased assurance that there is ample opportunity for all students to meet the WI graduation requirement; emphasis on meeting student need for WI in each major is especially important for transfer students
2. Refinement of the WI-designation process to address patterns where applications typically need more clarification (notably regarding writing instruction)
3. Greater coordination among ILS components regarding deadlines, procedures, and assessment to maximize the efficiency of tasks both of committee members and of faculty
4. Greater ability to track and manage information regarding course approvals and renewals, including storage and availability of records of actions taken
5. More training and resources for designing and interpreting assessment of learning; this includes increased data entry capability
6. A greater range of available faculty development opportunities

Future Plans and Goals

Course Recruitment

Using the list produced in Table I.I and in Appendix A, the committee intends to begin a process during the next two years whereby we enter into conversations with departments about their WI offerings. We will start with majors having no WI-designated courses as a priority. We will then work with departments offering majors with only 1 WI-designated course or no required courses with a W-I designation. Our goal is to have at least two WI-designated courses in every major, or to have multiple electives in a major with the WI-designation. Alternatively, we will work with departments to develop specific strategies for how their majors will otherwise fulfill the requirement.

We believe that the work of having sufficient WI-designated courses will also require that faculty follow through with applications they initiate. Over the next 2 years, the WI-committee will begin recording the number of student petitions it receives requesting substitutions for the WI requirement, recording major, advisor, and student transfer status. We anticipate a decline in the number of petitions as the WI-designations become evenly available across the curriculum.

Faculty Development

For the May 2008 workshops for WI faculty, the committee is devising a new plan, based on the notion that the workshop should satisfy needs of seasoned as well as new instructors. One full day workshop will be available for faculty teaching WI courses in a disciplinary field. A second full day workshop will be available for faculty teaching in LSIC 179 and 379. This second workshop is especially important since these faculty do not go through the WI-designation application process.

We hope to continue to cultivate the expertise of the faculty teaching WIs and of the WI committee and would like to see additional funding available to support guest workshops from scholars in Writing Across the Curriculum. In addition we would like for there to be more avenues available for more faculty to attend workshops and conferences related to WI at other locations.

Finally, we will use many of the results from our assessment pilot project to help inform WI faculty of best practices and the writing experiences of UNCA students.

Assessment

Once the results of our pilot study are available, we will use recommendations from the report to begin developing a long range assessment plan for the WI program. To do this well we will need funding to support students facilitating data entry and analysis, as well as on-going training/consultations for those working closely with the assessment project. We will also request data from the TEAGLE grant studies, including CLA findings and the NSSE study, both which have items or sections related to student writing.

As we develop a procedure for the renewal of the WI-designation for courses having been listed for three years, we intend to include the collection of some data from these instructors to inform us in our overall assessment plan.

Objectives

- | | |
|----------------|--|
| A. Objective 1 | As discussed in the narrative above, work with each major to ensure that there is a clear plan for students meeting the WI requirement. This plan needs to explicitly consider the needs of transfer students. |
| B. Objective 2 | Focus on the development of faculty in LSIC 179 and 379 to articulate the purposes and expectations of the WI program and offer opportunities for them to learn about the writing process and best practices of writing instruction. |
| C. Objective 3 | Develop a better understanding among students about the importance of writing in college and beyond, and of the specific things they should expect in WI-designated courses. |
| D. Objective 4 | Continue to develop our understanding of the learning and skills developed in the WI curriculum. |
| E. Objective 5 | Make the WI application process and expectations clearer to faculty. |

Indicators of Fulfillment of Objectives

- | | |
|----------------|--|
| A. Objective 1 | We will measure objective one by keeping an up-to-date registry of WI courses by field and major and by counting the |
|----------------|--|

number of WI petitions received each semester. We will also measure our objective by keeping track of the number of departments we have contacted and requested to work with in developing a plan for their majors to meet the WI requirement. Our goal is to contact all departments in the next two years (by the end of Spring 2010).

- B. Objective 2 In addition to offering the May 2008 workshop, we will work with the coordinators of ILS 179 and 379 to come up with strategies for assuring that the WI requirement is fully implemented in the course offerings. By the Spring of 2009, a full plan will be proposed and in place for Fall 2010.
- C. Objective 3 We will begin our work on this objective by asking all WI instructors to include a statement about the WI requirement in their syllabi. When applicants renew their designation, we will require a syllabus statement. By the fall of 2008, we will have sample syllabus statements on our website. We will continue a conversation that has been initiated between the Head of the LANG 120, the Writing Center, and the WI Chair about cultivating a coherent culture of writing on the UNCA campus. This should impact both faculty and students.
- D. Objective 4 Analyze pilot assessment data and initiate assessment plan described in the narrative above.
- E. Objective 5 Refine the WI-designation application process, addressing the concerns addressed in the narrative and update our webpage to provide better information to applicants. This should be in place and ready to evaluate beginning with the Fall 2008 application deadline.

Appendix A: Listing of Courses Approved

Please note: Date in brackets indicates year course first approved as WI; all sections of LSIC 179 and 379 are Writing Intensive.

ACCT 317 Cost Accounting [Fall 05]

Counts as an optional requirement

ANTH 225 Social and Cultural Inquiry (Peterson) [Fall 04]

Counts as a requirement when offered by Peterson

ANTH 336 Ethnographic Methods (Wood) [Fall 04]

Counts as a requirement

ANTH 361 Writing Gender (Kelley) [Fall 06]

Counts as an elective

ANTH 455 Senior Thesis Seminar (Kelley) [Fall 07]

Counts as a requirement

ARTH 201 Introduction to Art History I (Canejo) [Fall 06]

Counts as a requirement for Art (B.A. and B.F.A.)

ARTH 202 Introduction to Art History II (Spivey) [Fall 05]

Counts as a requirement for Art (B.A. and B.F.A.)

ARTH 460 Issues in Art History: Modern Art of Mexico and Brazil (Canejo) [Spring 07]

Counts as an elective for Art

ARTS 310 The Art of Mindful Living (Newman) [Fall 07]

ARTS 310 The Holocaust in Literature and Art (Chess) [Spring 05]

ATMS 473 Seminar in Atmospheric Sciences [Fall 06]

Counts as an elective (?)

BIOL 211 Principles of Botany (Horton/Clarke) [Fall 04]

Counts as an elective

BIOL 360 Animal Behavior (Forrest) [Fall 05]

Counts as an elective

BIOL 480 Senior Seminar [Fall 05]

Counts as an optional requirement

BIOL 498 Undergraduate Research in Biology [Fall 05]

Counts as an elective

CHEM 234 Structure and Reactivity of Organic Molecules [Fall 04]

Counts as an elective

CHEM 336 Bio-Organic Chemistry [Fall 06]

Counts as a requirement

CLAS 343 Greek History [Spring 07]

Counts as an elective

CLAS 345 The Roman Empire (Dvorsky-Rhoner) [Spring 06]

Counts as an elective

CLAS 373 Roman History (Dvorsky-Rhoner) [Spring 05]

Counts as an elective

CSCI 448 Systems Development Management (Massey) [Fall 06]

Counts as an optional requirement when offered by Massey

ECON 102 Principles of Microeconomics (Mathews) [Fall 05]

Counts as a requirement when offered by Mathews

ECON 314 Economic Growth and Development (Konz) [Spring 05]

Counts as an elective
ECON 345 Economics of Natural Resources (Mathews) [Spring 07]
Counts as an elective
ECON 480 Senior Research in Economics [Spring 07]
Counts as a requirement

EDUC 396 Research Methods in Education [Fall 05]
Counts as a requirement
EDUC 496 Directed Research in Education, BK-12 [Fall 05]
Counts as a requirement

EGM 180 Introduction to Mechatronics Lab (Bruce) [Spring 07]
Counts as a requirement in JEM

ENVR 330 Seminar on Environmental Issues [Fall 06]
Counts as an optional requirement
ENVR 334 Environmental Policy [Fall 07]
Counts as an optional requirement
ENVR 364 Ecosystem Ecology (Reynolds) [Fall 05]
Counts as an elective
ENVR 382 Environment Geology (Miller and Wilcox) [Fall 07]
Counts as an elective
ENVR 385 Soils (Moorhead) [Spring 05]
Counts as an elective

ESI 101 Introduction to Ethics and Social Institutions [Fall 05]
Counts as a requirement
ESI 490 Readings and Research in Ethics and Social Institutions (Konz) [Spring 06]
Counts as a requirement

FREN 310 Composition and Structural Review I (Malicote) [Fall 05]
Counts as a requirement
FREN 320 Composition and Structural Review II (Malicote) [Fall 05]
Counts as a requirement

GERM 420 Stylistics [Fall 06]
Counts as a requirement

HIST 303 Colonial and Revolutionary America (Pearson) [Fall 06]
Counts as an elective
HIST 340 Classical Greece [Spring 07]
Counts as an elective
HIST 342 The Roman Empire (Dvorsky-Rhoner) [Spring 06]

Counts as an elective
HIST 380 Imperial China (Hardy) [Fall 06]
Counts as an elective
HIST 390 Seminar in Historiography [Fall 07]
Counts as a requirement
HIST 452 Senior Research Seminar [Fall 07]
Counts as a requirement

HUM 124 The Ancient World (Dvorsky-Rohner [Spring 07]
HUM 124 The Ancient World (Mills) [Fall 05]
HUM 124 The Ancient World (Sulock, D.) [Fall 05]
HUM 124 The Ancient World (Yearout) [Fall 05]
HUM 214 (Honors) Medieval Renaissance World (Ho) [Fall 05 only]
HUM 214 Medieval Renaissance World (Schrader) [Fall 07]
HUM 324 The Modern World (Katz) [Fall 05]

HWP 325 Pathophysiology of Chronic Conditions & Illnesses (Lanou) [Spring 07]
Counts as a requirement

INST 373 The Nuclear Dilemma (Sulock, D.) [Fall 05]
Counts as an elective
INST 373 Refugees and Human Rights (Snyder) [Fall 06]
Counts as an elective

LANG 373 Poetics of Perception [Spring 07]
Counts as an elective

LIT 241 Introduction to Poetry [Fall 06]
Counts as a requirement
LIT 321 Beginnings of Western Literature (Ho) [Fall 05]
Counts as a requirement in Literature concentration and optional requirement in
Creative Writing concentration
LIT 356 Art of the Novel (Moseley) [Fall 05 through Spring 08]
Counts as an optional requirement
LIT 373 Strangers in a Strange Land (Downes) [Fall 05]
Counts as an elective
LIT 373 Poetics of Perception [Spring 07]
Counts as an elective
LIT 491 Senior Seminar [Fall 06]
Counts as a requirement in Literature concentration

MATH 280 Introduction to Foundations of Mathematics [Fall 04]

Counts as a requirement
MATH 365 Linear Algebra I (Bahls) [Fall 06]
Counts as a requirement when offered by Bahls

MCOM 201 Newswriting [Fall 05]
Counts as a requirement
MCOM 351 Public Relations Workshop (Gouge) [Spring 05]
Counts as an elective
MCOM 353 Advertising Workshop (Gouge) [Spring 05]
Counts as an elective
MCOM 388 Film Genres (Slatton) [Spring 06]
Counts as an elective
MCOM 390 History of American Media [Fall 05 through Spring 07]
Counts as a requirement
MCOM 483 Film Criticism [Spring 06]
Counts as an elective

MGMT 352 Applied Research (Lambert Griggs) [Fall 07]
Counts as an elective
MGMT 481 Leadership in Organizations (Schaffer) [Fall 06]
Counts as an elective
MGMT 487 Production and Inventory Control (Nelms) [Spring 06]
Counts as an elective
MGMT 491 Senior Seminar [Spring 07]
Counts as a requirement

MMAS 490 Proseminar and Portfolio [Fall 06]
Counts as a requirement

MUSC 352 Music History and Literature, 1600-1827 (McKnight) [Spring 07]
Counts as a requirement

PHIL 255 Medieval Philosophy (Wilson) [Spring 05]
Counts as a requirement
PHIL 402 Senior Research Seminar [Spring 05]
Counts as a requirement and as an optional requirement for double majors

POLS 327 Constitutional Law (Gibney) [Spring 07]
Counts as an elective
POLS 330 Individual Rights and Civil Liberties (Gibney) [Spring 07]
Counts as an elective

PSYC 225 Personality (W. Bruce) [Fall 06]

Counts as an optional requirement when offered by Bruce
 PSYC 317 Developmental Psychology (Friedenberg, Laughon, Smith) [Fall 06]
 Counts as an optional requirement when offered by Friedenberg, Laughon, Smith
 PSYC 332 Learning and Memory [Spring 07]
 Counts as an optional requirement
 PSYC 345 Child Clinical Psychology (B Lee) [Fall 07]
 Counts as an elective

SOC 225 Social and Cultural Inquiry (Peterson) [Fall 04]
 Counts as a requirement when offered by Peterson
 SOC 455 Senior Thesis Seminar (Ghidina) [Spring 06]
 Counts as a requirement

SPAN 310 Composition and Introduction to Literature I [Fall 05]
 Counts as a requirement
 SPAN 320 Composition and Introduction to Literature II [Fall 05]
 Counts as a requirement
 SPAN 332 Survey of Spanish-American Civilization and Lit. (Weldon) [Spring 06]
 Counts as a requirement
 SPAN 440 Advanced Spanish Language and Composition (Weldon) [Spring 06]
 Counts as an elective
 SPAN 473 Senior Seminar/Capstone [Fall 07]
 Counts as an optional requirement

STAT 185 (Spring), Introductory Statistics (Dohse) [Fall 05]

WMST 400 Senior Seminar in Women's Studies [Fall 07]
 Counts as a requirement

VIII. UNC Tomorrow

UNC Tomorrow reports that, regarding Global Readiness, NC employers have identified the following knowledge and skills, rated as to importance, as being critical to our state's economic competitiveness:

Knowledge and Skills	Average Rating (on scale of 1-10)
Honesty and integrity	9.37
Professionalism and work ethic	8.70
Critical thinking and reasoning	8.57
Ability to use technology	8.50
Written communication	8.43

Innovative thinking and creativity	8.30
Teamwork	7.99
Gathering and organizing information	7.98
Cultural awareness and understanding	7.04
Knowledge of a foreign language	6.09

ILS, including our Learning Foundations components, addresses several of these areas. Writing intensive courses and LANG 120 provide students with the opportunity to develop skills in written communication. Diversity intensives and the Humanities sequence both offer opportunities to develop critical abilities in cultural awareness and understanding.

The Quantitative Intensives provide students with opportunities to develop math- and quantitative-based reasoning skills that play important roles in analytical reasoning and critical thinking. Information Literacy Intensives help students acquire and enhance their abilities in the gathering and organizing of information.

Many of the ILS Topical Clusters address broad themes of interest to the UNC Tomorrow Report, including Globalization and Environmental Issues; Technology, Society and Culture; Transformations in Appalachia: The Intersection of Science and Culture; The Science and Politics of Health and Illness; and Food for Thought: Engaging the Citizen in the Science and Politics of Food Information, Food Consumerism, Nutrition and Health. (This last cluster incidentally is funded by a sub-award from the National Science Foundation and features a robust website with resources shared among the courses on this topic.)

Humanities 414, The Individual in the Contemporary World, and LS 479, Cultivating 21st Century Global Citizenship both offer students a chance to engage issues of importance to the world they will encounter after graduation.

LS 479 engages four critical areas of interest to UNC Tomorrow, in its examination of globalization, governance, development, and environmental sustainability; examining these issues through the lens of Western and Asian ethical traditions provides students the opportunity to engage critical issues through a range of cultural perspectives.

IX. UNCA Strategic Plan

ILS integrates with the Strategic Plan emphases as well, particularly in the areas of interdisciplinarity, development of intellectual breadth, and engagement with contemporary issues. Increasing numbers of LSIC faculty are incorporating service learning into their coursework, which further facilitates student participation in community activities. The LSIC advising component creates opportunities to reinforce student-faculty communication and relationships, so as to address retention issues. Our diversity intensives provide a platform for students and faculty to learn more about the role of culture, race, ethnicity, class and other dimensions of diversity and the role it plays on campus and beyond. This is a potentially powerful way to connect the curriculum to the aims of the Strategic Plan. We are eager to use the Strategic Plan and its benchmarks, along with UNC Tomorrow reporting

mechanisms, to assist us in our thinking about how to strengthen successful components of ILS and improve areas of weakness.

Model Plan for Assessment Project

In the chart below:

- P indicates the objective is an ILS program goal,
C indicates it is a goal of the ILS component(s) listed.
- “Linked to” identifies key elements of ILS contributing to outcome.
- “Asses in/via” suggests possible assessment points and strategies.

Program objective categories	Program objectives	Learning outcomes	P/C	Linked to	Assess /via
Individual development	Cultural awareness (formerly IA)	1. Students examine the ideas and values of others unlike them. 2. Students understand the role of culture in shaping points of view, values and behavior. 3. Students function effectively with people of differing points of view.	P	LSIC, HUM, FL, D-intensives, LSSC	TBA
	Citizenship (formerly IB)	1. Students understand the value and importance of community. 2. Students recognize their personal responsibility in shaping community. 3. Students engage in activities that promote community <i>(Possible indicators for data mining:</i>	P	LSIC	LSIC, LSSC, data mining

		participation in service learning/internships/volunteering, in arts/sports/lectures on campus, in activities sponsored by student organizations.)			
	Personal development (formerly IIA & B)	<p>1. Students demonstrate self-awareness regarding their values, heritage, and growth needs.</p> <p>2. Graduates engage in life-long learning.</p> <p><i>(Possible indicators for surveys: intellectual curiosity, confidence in self-directed learning, being a habitual reader, engagement with learning opportunities, hobbies/avocations)</i></p>	P	All of ILS	Admissions essay, LSIC, LSSC, freshman/senior/alumni surveys
Intellectual development	Integration of knowledge (formerly IIIA 1-4 & IIIB 1+2)	<p>1. Students investigate different disciplines and pedagogies.</p> <p>2. Students recognize connections among disciplines, including the major and other disciplines.</p> <p>3. Students recognize the complexity of issues.</p> <p><i>(Possible indicator: evidence that students</i></p>	P	LSIC, LSSC, AFEs, ILS Topical Clusters, Humanities	Senior project (LSSC), departmental exit interviews and/or surveys, data mining (electives taken, courses completed in the major)

		complete varied curricula, exploring areas both within and outside the major, and in their AFEs)			
Information literacy (IVA)	1. Students can gather information through a variety of methods/technologies 2. Students can evaluate/identify credible sources of information.	P+C	I-intensives, W-intensives	I/W courses (LANG 120), senior project (LSSC), major tech competency	
Critical Thinking and Reasoning (IVB)	1. Students can organize and summarize information and data. 2. Students can interpret (evaluate and analyze) information and data. 3. Students can apply and synthesize information and data.	P+C	I-intensives, Q-intensives, W-intensives (LANG 120), math, lab science	I-intensives, Q-intensives, W-intensives (LANG 120),	
Communication (IVC)	1. Students demonstrate oral, written and presentation competency. 2. Students demonstrate good reading comprehension. 3. Students demonstrate active	P+C	W-intensives (LANG 120)	W-intensives (LANG 120), senior project (LSSC), oral competency in major	

		listening. 4. Students understand audience as a variable in communication.			
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Draft LSIC Objectives and Outcomes Matrix

Objective categories	Course objectives	Learning Outcomes
LSIC educational objectives	Liberal arts/liberal studies	<ol style="list-style-type: none"> 1. Students recognize that topics are best understood and problems are best solved through multiple disciplines and approaches. 2. Students recognize the characteristics of UNCA's approach to the liberal arts and higher education (e.g., integrativity, inquiry, consideration of values, etc.).
	Academic writing	<ol style="list-style-type: none"> 1. Students review the fundamentals of college-level writing. 2. Students practice writing as a form of communication and inquiry. 3. Students recognize the importance of writing in higher education.
	Engagement with campus and larger community	<ol style="list-style-type: none"> 1. Students can identify co-curricular activities. 2. Students recognize how the campus and larger community relate to each other.
LSIC advising objectives	Academic advisement	<ol style="list-style-type: none"> 1. Students can locate campus educational and other support resources. 2. Students understand their academic opportunities at UNCA.
	Personal development	<ol style="list-style-type: none"> 1. Students can locate career development resources at UNCA.

		<p>2. Students develop self-awareness about their interests and opportunities.</p> <p>3. Students develop improved study skills and time-management techniques.</p>
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APPENDIX B: Extract from SD1704S, pp. 19-21

2) Topical Clusters

Description and Charge for Topical Clusters

A Topical Cluster is a set of courses that investigates a topic from the perspective of multiple disciplines and divisions. Students will take at least 3 courses from one Topical Cluster, totaling 9 semester hours or more. Within a Topical Cluster, the courses that a student chooses to apply toward the Topical Cluster requirement must have different prefixes. Of these three courses, one must be designated as ILSS (ILS Social Science) and one as ILSN (ILS Natural Science), defined below. Available Topical Clusters and the courses/sections within them will be posted at the ILS website. Students will be expected to declare their chosen Topical Clusters upon completion.

The topic of a Topical Cluster must be defined clearly. Each course within a Topical Cluster must investigate that topic to a degree that enables students and faculty to make frequent cross-disciplinary connections with other courses in the Topical Cluster. A Topical Cluster of courses must comprise at least three courses, totaling nine semester hours or more, with at least one ILSN and one ILSS course without prerequisites; additional courses may have prerequisites. An ILSA or Arts course may appear in a Topical Cluster, but is not required. For courses with multiple sections, it is not necessary that all sections be included in a Topical Cluster. If justified, a section of a course may be included in more than one Topical Cluster, but may not appear in more than three. Liberal Studies Colloquia may not be included in Topical Clusters. Courses offered with HUM prefixes may appear in Topical Clusters but do not count for the three or more required Topical Cluster courses.

Topical Clusters are approved for a three-year period, at which time participating faculty may apply for renewal of the Topical Cluster. It is expected that some Topical Clusters will be renewed repeatedly and be available indefinitely. Within each Topical Cluster, an ILSN course without prerequisites and an ILSS course without prerequisites must be offered at least once every academic year for three years. In order to cultivate connections between courses, it is expected that faculty who teach in a Topical Cluster will meet at least once per semester to discuss the ways in which their courses address the topic of the Topical Cluster.

Exceptions to these provisions may be granted for special programs. For example, faculty may propose summer learning communities or study abroad programs which will be offered only once or which provide a Topical Cluster of only two courses totaling the full nine semester hours.

Faculty who wish to propose new Topical Clusters do so to the Faculty ILS Oversight Committee (ILSOC). Senate Document 7203S, which establishes ILSOC, describes the process of submission and approval of

Topical Clusters.

Criteria for ILSS and ILSN courses

ILSS courses

In addition to the above requirements for inclusion in a Topical Cluster, at least half of an ILSS course must be devoted to either the implications of social institutions or the methods and worldviews of the social sciences. Most ILSS courses will be offered in the social sciences, although other departments may offer courses which receive ILSS designation. ILSS courses must be at least three credit hours.

ILSN courses

In addition to the above requirements for inclusion in a Topical Cluster, at least half of an ILSN course must be devoted to either the perspective of the natural sciences or an investigation of the implications of scientific knowledge or scientific methodology. ILSN courses will have a natural science prefix (ASTR, ATMS, BIOL, CHEM, ENVR, PHYS) and must be at least 3 credit hours.

Since ILSA courses are not necessarily taken as part of a Topical Cluster, they are described above in section (d) which explains the Arts requirement of the ILS Program.

Rationale

The GERTF Listening Project found the cultivation of interdisciplinary connections to be one of the objectives of general education which UNCA faculty members most frequently cited. The Topical Cluster 20

requirement was developed to meet this objective. In order to encourage maximum interdisciplinarity, the courses that students take for a particular Topical Cluster must have different prefixes. This will also limit the number of courses in the major which students use to fulfill Topical Cluster requirements, while allowing for students to make connections from courses in the major with other disciplines. Finally, while students may have an opportunity to use advanced courses in the major toward the Topical Cluster requirement, in order to allow all students to participate in each Topical Cluster, Topical Clusters must have at least one ILSS and one ILSN course without prerequisites.

ILSS and ILSN courses are intended to not only provide alternative perspectives on the topic of a Topical Cluster, but to also introduce students to issues of disciplinary methodology, to cultivate basic literacy in the natural and social sciences, and to consider issues of contemporary importance. These courses thus go beyond traditional disciplinary courses in their objectives and connectivity with other disciplines and perspectives.

Impact

Student credit hours are lowered; the current general education requirement of six hours in the social sciences and a three-hour interdisciplinary natural science course is replaced by three hours of ILSS courses and three hours of ILSN courses. However, there will be a significant impact on faculty in course development and revision.

While it is expected that many existing courses will be able to contribute to Topical Clusters with little change in content, some courses which contribute to the current general education program may not have sufficient topical focus to be included in a cluster. Faculty who teach these courses may choose to develop other courses within their discipline which allow for topical connectivity with courses offered in other departments. Faculty development resources will need to be made available to encourage the development of Topical Clusters.

Topical Clusters will also impact faculty communication and interaction by encouraging faculty to seek connections between their disciplines and others. Faculty members teaching in Topical Clusters are required to meet at least once per semester to discuss connections between their courses, drawing on and strengthening UNCA's culture of interdisciplinarity.

For students in the natural and social sciences, there will remain opportunities for efficiencies, as students may be able to fulfill their ILSS or ILSN requirements with courses taken in the major. Furthermore, because courses from any department and division may be included in a Topical Cluster, all students may be able to apply courses in the major toward the Topical Cluster requirement and all faculty will be able to participate in Integrative Liberal Studies by offering topical courses from the disciplines. The Associate Vice Chancellor of University Programs (AVCUP) and the Integrative Liberal Studies Oversight Committee (ILSOC) will continuously examine the feasibility and desirability of changing the size of Topical Clusters, number of Topical Clusters required, or other requirements for satisfaction of this component.