

## Does My Proposed Course Fulfill General Education Requirements?

By answering the following questions accurately, you will expedite the review and approval of your proposed course by the Curriculum Committee and the Administrative Boards of the General College and College of Arts and Science. Courses that fail to be approved by the Curriculum Committee typically offer inadequate information in the syllabus about course content or ignore or deviate from the criteria specified for each General Education category. To satisfy the criteria, phrased as questions below, the answers to each group of questions should all be “yes” and should be clearly spelled out in the course syllabus. (The criteria document is available at [http://www.unc.edu/depts/uc/GenEd\\_criteria.pdf](http://www.unc.edu/depts/uc/GenEd_criteria.pdf)).

Criteria applicable to all General Education courses:

- Does the course syllabus include an in-class final examination? (Foundations and EE-only courses are an exception to this requirement)
- Does the course syllabus make it clear that at least 10 pages of writing or the equivalent in intellectual labor are required?
- For science, math, and performance courses, where little writing is typically assigned, does the course require the intellectual equivalent of at least 10 pages of writing outside of class?
- Does the course involve recitation meetings or allow for regular discussion in other ways?
- For science and math courses, where regular discussions may not be appropriate, does the course require students to apply their acquired knowledge to challenging problems?

Ordinarily, courses can satisfy the criteria for no more than two General Education requirements.

### **Foundations**

- English Composition and Rhetoric
- Foreign Language
- Quantitative Reasoning
- Does the course focus on mathematics, data analysis, statistics, computing, probability, or modeling?  
 Lifetime Fitness (1 credit)

### **Approaches**

- Physical and Life Sciences (PL): With lab (PX)?  Yes  No
- Does the course focus on scientific content and scientific method?
- If there is a laboratory component, is enrollment in the laboratory optional?
- Social and Behavioral Sciences, Nonhistorical (SS)
- Does the course focus on the scientific study of individual or collective behavior?
- Does the course draw on established quantitative and/or qualitative methods of analysis?
- Social and Behavioral Sciences, Historical Analysis (HS)
- Does the course focus on the past and change over time, rather than the contemporary world?
- Does the course place human behavior in social or cultural contexts?
- Visual and Performing Arts (VP)
- Does the course emphasize aesthetic content (e. g., art, architecture, music, drama, design, performance studies, film) that is nonliterary?
- Does at least 2/3 of the course content involve the analysis of, or creative expression within, the visual and performing arts? (The Curriculum Committee determines the proportions of course content by counting the

number of class sessions or weekly themes devoted to the subjects considered.)

Philosophical and Moral Reasoning (PH)

- Does the course address the social dimensions of philosophical reasoning?
- If yes, does at least 1/5 of the course content address questions of morality and values? (The Curriculum Committee determines the proportions of course content by counting the number of class sessions or weekly themes devoted to the subjects considered.)
- Does the course focus on understanding and critically assessing the truth, adequacy, defensibility, or value of the ideas being explored?

Literary Arts

- Does at least 2/3 of the course content involve the reading/analysis/creation of literary or filmic texts? (The Curriculum Committee determines the proportions of course content by counting the number of class sessions or weekly themes devoted to the subjects considered.)
- If the course covers literature or film in a foreign language, the syllabus should indicate the language of instruction.

## **Connections**

Communication Intensive

- Does the course emphasize how oral and written communication function in the discipline?
- Does the course require that students give at least one oral presentation?
- Does the course require that students revise for a grade a substantial piece of written work or an oral presentation?
- Do written and oral assignments constitute at least 1/5 of the final grade in the course?

Quantitative Intensive

- Does half the course content involve one or more of the following: modeling, development of algorithms; interpretation of data; constructing sound arguments on the basis of quantitative information and mathematical reasoning? (The Curriculum Committee determines the proportions of course content by counting the number of class sessions or weekly themes devoted to the subjects considered.)

U.S. Diversity

- On what form(s) of diversity does the course focus?
- Does the course give systematic attention to one or more forms of diversity in the United States?

Global Issues

- Does the course feature transnational or transregional relationships, issues, or dynamics?
- Does at least 2/3 of the course content focus on transnational content?

The World before 1750

- Does the course deal substantially with human beliefs, practices, or institutions within a cultural, political, or social context?
- Does at least 2/3 of the course content focus on the period before 1750 CE? (The Curriculum Committee determines the proportions of course content by counting the number of class sessions or weekly themes devoted to the subjects considered.)

North Atlantic World

- How does the course introduce students to the history, geography, or culture of North America or Europe?
- Does at least 2/3 of the course content focus on a North Atlantic region?

Beyond the North Atlantic

- How does the course introduce students to the history, geography, or culture of a particular region outside the North Atlantic?
- Does at least 2/3 of the course content focus on a region or regions beyond the North Atlantic? (The Curriculum Committee determines the proportions of course content by counting the number of class sessions or weekly themes devoted to the subjects considered.)

Experiential Education:

- If the course is proposed under the rubric of undergraduate research, is original student research at the heart of the course?
- Does the research process and product constitute at least half of the final grade?
- Is faculty supervision sufficient to helping students connect academic inquiry with a structured learning experience?
- If the course is proposed for EE under one of the other rubrics (faculty-supervised field work, internships, service-learning, engaged creative process), does the course meet the minimum hours requirement specific to the category?

Field Work (at least 30 hours)

Approved Internship (at least 100 hours)

Creative Work Culminating in Public  
Programming (at least 30 hours)

Study Abroad

Mentored Research/Honors Thesis

Service Learning (at least 30 hours)

Please provide a syllabus or detailed description in Microsoft Word or pdf format for this course.