

APC Executive Summary
Interdisciplinary Learning Perspectives Implementation Proposal

This Executive Summary provides an implementation strategy for the Curriculum Review Task Force (CRTF) recommendations submitted to the UNC Asheville Faculty Senate (March 2013). Thus, the description that follows details the CRTF's original charge, how the CRTF arrived at its conclusions, why a new "Interdisciplinary Learning Perspectives" (ILP) general education architecture is being introduced, and how the ILP is designed to supplant the current Integrative Liberal Studies (ILS) curriculum by the fall semester of 2014.

This document outlines the curricular reform actions recommended by roughly sixty dedicated colleagues of the Curriculum Review Task Force (CRTF), led by Volker Frank, and derived after extensive research, discussion, and collaborative decision-making. By offering a concrete plan and the operational procedures necessary for preparing the appropriate APC and Faculty Senate documents, this Executive Summary aims to articulate the proposed changes to soon follow.

Through a collaborative process, current APC and CRTF members have worked together to understand the well-documented CRTF information-gathering process. We have listened to its members and their wide range of perspectives and followed closely the ultimate CRTF recommendations. In addition, key UNC Asheville leaders and administrators have been consulted about the implementation of the recommended changes.

Proposal Review Process, Consensus, and Plan for Implementation

On Thursday, September 26, 2013, the Academic Policies Committee discussed, amended, and edited a curricular plan created by a joint group of APC and CRTF members at length, with close attention given to The Interdisciplinary Learning Perspectives Table at the end of this document. Reaching a consensus, the Academic Policy Committee feels confident in proceeding with the compilation of the larger documents needed for the implementation of the proposed curriculum revision. Over the weeks that follow, the APC will compile all the remaining documents, catalog changes, and catalog copy needed to implement the curricular changes proposed and then submit these to the Faculty Senate for its reading, discussion, and consideration.

The Curriculum Review Task Force's Charge

When it first met, the CRTF was informed about what was described as a "crisis" and "state of emergency." Told repeatedly that the current climate of dwindling resources and increased UNC-sanctioned "incentives" tied to retention and matriculation rates meant that UNC Asheville could not sustain the current curriculum, the CRTF conducted an extensive analysis of the impact that a full decade of the Integrative Liberal Studies Program had made, especially in terms of timely progress toward graduation and graduation rates, two key areas that impact student success. Ultimately, with the school's students and mission first and foremost in mind, the CRTF concluded the present practice of delivering the curriculum untenable and change inevitable.

Although the CRTF first began to imagine the "ideal curriculum," it soon elected to confront a concrete and difficult reality: In order to accelerate student matriculation, ease the advising process, provide more flexibility and choice for those seeking undergraduate degrees, attend to the needs of transfer students, maintain the school's commitment to interdisciplinary approaches to learning, lighten an ever-growing faculty workload so that the quality of student instruction could be sustained, and make the sort of shared sacrifices necessary when any institution faces limitations imposed by a host of external factors, the curriculum needed to be revised.

Recommendations for Curriculum Reform

The CRTF identified the following key areas of the general education architecture in need of reform. By addressing these aspects of the curriculum, the CRTF targeted key areas most likely to improve curriculum delivery, meet the needs of its students, and accomplish the University's mission. In the weeks' to come, further department-related areas of reform will also be discussed.

Undue Faculty Oversight and Assessment as Work Overload

Without contingent hires and with faculty lines eliminated, the UNC Asheville faculty have taken on an increased teaching load, all the while doing an extraordinary amount of academic service in granting approval for courses, providing means of assessment, rubrics, analysis, evaluation, and action plans for bettering the existing general education curriculum and administering all aspects of the ILS superstructure. In fact, nearly everyone on the CRTF agreed the labor-intensive, largely committee-work-driven oversight of the ILS had become unmanageable and had begun to affect the quality of the student learning experience. While its praiseworthy and even award-winning design focused upon the integrative components of learning and encouraged faculty collaboration, the ILS's supervisory demands had begun to interfere with the faculty's ability to deliver the curriculum, the students' ability to matriculate in a timely manner, and the university's ability to accomplish its mission.

Rethinking Requirements

- **Topical Clusters**—As it was universally agreed upon that the ILS interdisciplinary aspirations were noble and should be encouraged even if significant changes had to be made in the general education curriculum, the CRTF strongly insisted that faculty be encouraged to collaborate in the creation of interdisciplinary learning experiences. From the first data examined, the majority of the Task Force members agreed that the ILS Topical Clusters were unsustainable and often problematic for many students and especially transfers students, which comprise approximately 50% of our student population (although it varies year to year, the graduating class consists of 60% to 40% of transfer students). Maintaining the current Topical Cluster requirements would require an extraordinary number of student petitions, as well as staff and faculty members and advisors and committee meetings to process these petitions. The CRTF found that many students who did not spend copious hours piecing together Topical Clusters from transfer articulations or culling seldom offered Cluster courses in order to best use their course credits ended up taking far more courses than required; often, in attempting to complete a cluster, these students had few or no credits available for courses they might want to take to explore other interests, as we would hope any well rounded Liberal Arts student would do. The CRTF concluded that the Topical Clusters could be replaced with equally beneficial choices students could manage more effectively and that the ideals followed in the design and collaboration of the clusters be followed in the creation of the new general education structure. Further, the CRTF expressed repeatedly that the new structure not exclude the possibility of future developments of interdisciplinary learning experiences or learning communities that could reflect the nature and intent of the current ILS Topical Clusters. The Academic Policy Committee believes that the new curriculum design (see *Interdisciplinary Learning Perspectives* below) affords such future developmental opportunities and creates the possibility of continuing cluster-like interdisciplinary learning opportunities into which current cluster courses and cluster topics can be accommodated.
- **LSIC 379**—After extensive discussion of the needs, benefits, and sustainability of the LSIC 379: Colloquium for Transfers, the CRTF agreed that this course could be made optional, freeing up more faculty to teach LSIC 179: First-Year Colloquium, where it was determined resources could support student retention efforts more effectively and efficiently.
- **HWP**—The CRTF learned that the Health and Wellness Department was unable to support the demands of the current ILS HWP requirement without hiring more faculty members. The HWP department recommended that the CRTF help make a change in this requirement that was more sustainable.
- **Intensives**—The CRTF concluded the Writing Intensive (WI) and Information Literacy Intensive (ILI) skills could be better viewed, delivered, and assessed as competencies within academic departments and majors. The CRTF, in close consultation with members of the Math department and the Natural Sciences program area, concluded the goals of the Quantitative Intensive (QI) could be met through a general education Math requirement and the fulfillment of science requirements.

Too Few Elective Options for Students

Given the size of the current Integrative Liberal Studies (ILS) Program and of majors with extensive requirements, the CRTF discovered that many students had few electives compared with other COPLAC institutions, where interdisciplinary study is often encouraged through electives and minors. This document addresses the implementation of ILS Program reforms, while future documents will address departmental and program-area requirements.

All areas of the current ILS curriculum were examined and researched. After receiving input from individuals in key leadership positions for each of the ILS curricular areas, many curricular areas proved to be sustainable in their current structure and necessary components of the UNC Asheville general education framework. The CRTF concluded these requirements required no significant curricular changes: Language 120, Math/Statistics, Foreign Language, LSIC 179, Natural Science Lab, Social Science, Arts, Humanities/LS Capstone, and the Humanities Cluster courses of 124, 214, and 324.

What remained to be decided was how to make the current general education framework sustainable so that the best educational experience could be afforded for UNC Asheville's students, doing everything possible to empower students to take ownership of their educational experience, engage the local and global community, and acquire the skills and capabilities UNC Asheville values in the formation of lifelong learners, all the while making reasonable progress toward a degree and matriculating in a timely manner.

The CRTF Curricular Revision

The Interdisciplinary Learning Perspectives Implementation Proposal aims to create a sustainable, interdisciplinary UNC Asheville general curricular framework based upon the CRTF recommendations. No one who served on the CRTF believes the CRTF work aspired to a kind of Platonic ideal or achieved an Aristotelian "Golden Mean." Instead, after working together, often for long hours with great passion and many times at odds with one another, the CRTF sought compromises and consensus. As you will find, the final CRTF recommendations and their subsequent implementation in the ILP proposal are not radical. Instead, they reflect hours of negotiations and difficult concessions made under enormous pressure by a group dedicated to finding solutions to pressing concerns.

By bringing together the collective thinking and documents of the CRTF, the Academic Policies Committee has tried to be faithful to the CRTF's vision, its willingness to adapt, change, rethink, revision, and compromise. It is our hope that the campus community will respect the collective wisdom this document represents. It did not emerge *ex nihilo*. Rather, it synthesizes agreed-upon CRTF documents, resolutions, the committee's final rationale and recommendations, and hours of conversations with CRTF members, deans, department chairs, and administrators. This report then proposes a concrete means of implementing curricular change quickly and efficiently.

Course Catalog Audience

One of the first issues to consider when the writing began was the audience. To whom were the ultimate curricular changes and catalog copy to speak when we articulated the scope, goals, and purpose of the shared curriculum? The CRTF addressed this concern many times and always kept the UNC Asheville community, the general public, the University of North Carolina, and the North Carolina leadership in mind. Thus, in drafting this document, the following audience members and their needs were considered:

- The entire UNC Asheville community, including its faculty, staff, students, alumni, and administrative personnel
- Members of the public at large
- Members of the UNC Asheville Board of Trustees;
- Members of the UNC Board of Governors
- Members of the legislature of the state of North Carolina
- Other UNC post-secondary institutions
- Other post-secondary institutions across the country and around the world
- Secondary institutions in the U.S. and around the world;
- Prospective students
- Prospective parents
- Prospective donors
- Prospective hires, visitors, guests, and speakers

As this audience with divergent needs was considered, it seemed wise to include a common language that could speak to the world outside our campus and address the state and nation's current articulations and expectations about the learning experience. APC sought especially to convey *what* differentiates UNC Asheville from the rest of

the sixteen campuses in the UNC system, *how* UNC Asheville accomplishes and assesses its unique mission and recently revised student learning outcomes, and *why* the skills and capabilities UNC Asheville values have real-world, graduate school, and professional equation, and the myriad ways that UNC Asheville helps create informed citizens and lifelong learners.

Language for this document was culled from a variety of sources, including but not limited to several of the American Academy of Arts and Sciences publications: The Commission on the Humanities and Social Sciences' June 19, 2013 report, *The Heart of the Matter: The Humanities and Social Sciences for a Vibrant, Competitive, and Secure Nation*; the same Commission's *Humanities Report Card*; and the AA's monograph *Science and the Educated American: A Core Component of Liberal Education*. Language from the UNC Asheville Mission Statement and the UNC Asheville Student Learning Outcomes has been employed throughout, along with language adopted from the UNC Board of Governors strategic directions document, *Our Time, Our Future: The UNC Compact with North Carolina (Strategic Directions for 2013-2018)*. Incorporating this language has meant reaching a broader audience but not sacrificing the content, intent, meaning, purpose, aims, or substance of the past two years of curricular revision work. It is our hope that by employing common language, this proposal will be one of the many partnerships and initiatives with which "we fulfill our public responsibility to address the needs of our community through a continuum of learning . . . [evinced by] a commitment to continuing service characterized by an informed, responsible, and creative engagement with the Asheville area, the southern Appalachian region, the state of North Carolina, and a diverse and increasingly connected world" (UNC Asheville Mission Statement).

General Education Framework Names

Many of the sixteen UNC institutions across the state employ the expression "General Education" to indicate what the 2013-2014 catalog names the "Integrative Liberal Studies Program (ILS)" and the state of North Carolina General Education Council refers to as "The Existing General Education Architecture," which, regardless of its appellation, will be assessed with "student learning outcomes" and "core competencies."

A group consisting of APC and CRTF members appointed by the Faculty Senate met during the summer of 2013 to begin drafting APC documents. During that time, many possible alternative names for our shared curriculum were debated and all subsequently rejected. These included but were not limited to the following, with most derived from those commonly employed expressions used at COPLAC institutions to indicate required general education curricula:

- UNC Asheville Core Curriculum
- Core Curriculum
- Common Core or Common Curriculum
- Liberal Arts Core Curriculum, Liberal Arts Curriculum, or Liberal Arts Core
- Liberal Education
- Liberal Studies
- Liberal Learning Core
- Liberal Education
- Integrative Liberal Arts

It was thought at the meeting that "core" was undesirable because this term was, is, and will be used to describe a set UNC system-wide and community college curriculum that will automatically receive equation for most of the UNC Asheville general education coursework. "Curriculum" was thought to be generic, static, and non-descriptive; all forms of "Liberal" were thought fraught with pejorative connotations for potential members of the catalog audience, especially the Board of Governors and prospective students and parents; "Liberal Arts" seemed like a logical choice for "the state's public liberal arts institution," but the committee also recognized the confusion that often ensues over this expression and the many ways it has been understood over time and is widely interpreted now.

Liberal Arts

As it began its deliberations over two years ago, the CRTF could not arrive at a consensus for a definition of "Liberal Arts," save for the articulation in the UNC Asheville Mission Statement. As we debated what should be

cut and what made UNC Asheville distinct, many argued that UNC Asheville's Liberal Arts mission made it unique and could be located within its "classic" humanities program, one whose core courses, especially in the first two years, were vital to the student formation, as students received the traditional training in the *trivium* and *quadrivium*. Yet, for other CRTF members, such a definition of our identity and the humanities was more historical and less connected with contemporary practice. Many recent articulations of "humanities," for example, such as those in the American Academy's reports on the humanities and social sciences, also include interdisciplinary approaches to a range of subjects from foreign languages to theatre and speech and the fine arts to the many disciplines concerned with human society and social relationships, such as economics, political science, sociology, anthropology, etc. Further, the articulations given by contemporaneous, interdisciplinary thinkers are often expansive and include, along with the liberal arts, the natural sciences, notably physics, ecology, health and wellness, and all disciplines incorporating the scientific method as a means of acquiring scientific literacy. Proponents for wider definitions of *humanitas* and liberal arts argued that without scientific literacy a citizenry could not make informed decisions or engage in reasoned debates. For these CRTF members, scientific inquiry equated with freedom and justice; they maintained that through an open, rational, and civil process of setting priorities, planning, and negotiating, we enact change as members of a functioning, healthy democracy. Like John Dewey, they argued that "the scientific habits of the mind" could not only grant understanding but also help guide us in decision making.

Liberal Education, Liberal Arts, and the Liberal Arts College

It is also worth noting that the terms "Liberal Education," "Liberal Arts," and "Liberal Arts College" confuse not only the public but also the UNC Asheville community. While many assume these expressions are synonymous, each bears distinctively different connotations. For example, "Liberal Education" seems most closely aligned with the current UNC Asheville Mission Statement and Student Learning outcomes, for "Liberal Education" connotes the empowerment of individuals and the requisite skills necessary to adapt, understand, and invoke complexity, diversity, and change. This expression tends to focus upon both intellectual and practical skills that can be acquired and practiced across disciplines and then applied in the form of knowledge and skills in real-world settings. At the center of "Liberal Education" lies clear communication, a developed set of higher-order thinking skills acquired through an *intellectual habitus* (critical-thinking), problem-solving capabilities, and the ability to find creative solutions to increasingly complex problems. Conversely, the expression "Liberal Arts" often connotes specific disciplines and then demands the valuation of certain "classic" disciplines over others. Thus, Environmental Science and "sustainability" might be key to "Liberal Education" but might not be represented according to some members of the CRTF's vision of what constituted the "Liberal Arts."

To clarify further and to demonstrate just how difficult-to-define these terms can be within our own community—and even more so outside our community where others struggle to understand what we are about, what we do, what we hope to achieve, what we accomplish, and what distinguishes our graduates—the expression "Liberal Arts College" often connotes a small, primarily residential academic institution with close interaction between faculty and students and a curricular core focused upon traditional disciplines. While consisting of roughly 3,500 students and therefore relatively small in size, UNC Asheville is not a residential institution students usually attend four years. In fact, each year, roughly 40% to 60% of the graduating class consists of transfer students. Thus, one difficulty the CRTF wrestled with throughout its deliberations was our perceived versus actual identity. While we tend to self-image as a four-year "Liberal Arts College" whose general education architecture forms its graduates, the data we gathered illustrated that many who graduate from our institution have not benefited from the formative ILS experience as we often conceive of it. Those attending early college, those earning AP credit, those taking CLEP exams, and those transferring to UNC Asheville from community colleges who arrive with the "44-hour core" often either receive ILS credit for courses not taken at UNC Asheville or circumvent much of our general education architecture. Soon, the state curriculum commission will release the new mandated Community College Articulation Agreement that will go into effect Fall 2014. The most current iteration of the CCAA (September 13, 2013) mandates, "The curriculum standard for AA and AS programs will require 60 hours of credit: 30 general education hours guaranteed to transfer (the "universal 30"); 15 additional hours of general education; and 15 pre-major or elective hours. Students who complete the AA or AS prior to transfer will receive 60 hours of transfer credit and will have met the undergraduate general education requirements of the receiving university."

Interdisciplinary Learning Perspectives

With all of these factors in mind, many of the CRTF members see UNC Asheville at a kind of crossroads, a place where our future will be determined in large part by what we require of our students in terms of general education and also in terms of what North Carolina determines will satisfy statewide requirements. While it is possible to see this from a millenarian or apocalyptic perspective and imagine that UNC Asheville will be forced to become “just another comprehensive institution,” as was so often uttered during CRTF conversations, it is also possible to see the CRTF work as a solid attempt to articulate the inimitable interdisciplinary work, the small classes, the faculty-student interaction, the innovative way we approach student learning and teaching, the dedication and respect the campus continues to demonstrate for the humanities, social sciences, and natural sciences, and the many ways they intersect. We bridge the divide between tradition and experimentation, between a private “Liberal Arts College” and a small-sized institution accessible to the public with a human face that meets the needs of a wide segment of the population.

In preparing this final document, and with our current student learning outcomes and North Carolina’s Board of Governors emphasis on student learning outcomes, skills mastery, and competency assessment in mind, the Academic Policy Committee suggests “**Interdisciplinary Learning Perspectives**” as our general educational architecture. ILP captures the development of human capabilities, disciplinary knowledge, application of knowledge to new settings, and “seriously creative” solutions to increasingly complex problems we value. As a indication of our commitment to working together and to crossing disciplinary borders, *Interdisciplinary Learning Perspectives* conveys the sort of shared guidance possible when disciplines collaborate, as they did during the CRTF process, for the mutual benefit of students and faculty and the fulfillment of the university’s mission. Such collaboration lies at the heart of the matter for a public liberal arts institution that “emphasizes the centrality of learning and discovery through exemplary teaching, innovative scholarship, creative expression, co-curricular activities, undergraduate research, engaged service, and practical experience” (UNC Asheville Mission Statement). For, as students acquire critical thinking skills, inquire from a range of perspectives, hone effective communication and divergent forms of expression, and engage the local and global spheres, they become lifelong learners, ethical thinkers and practitioners of sustainability, invaluable society members whose transformative education enables them to flourish, responding to the world that lies before them and acting as responsible citizens and leaders of our twenty-first-century democracy.

Three Positions Proposed: Interdisciplinary Coordinators

One appealing aspect of this system of oversight includes the elimination of unsustainable faculty committee work and the creation of additional Interdisciplinary Coordinators. Similar to the model of the ILS Program Directors (Africana Studies, Arts, International Studies, Interdisciplinary Studies, Key Center, and WGSS Directors) this new structure designates three new Interdisciplinary Coordinators for writing, diversity, and information literacy. We propose that each coordinator receives 3 hours of release time to perform substantive administrative duties, help develop courses, serve as assessment liaisons, and foster connections among disciplines and faculty and students.

1. **Interdisciplinary Diversity Perspective Coordinator:** Helps develop and assess Diversity SLOs, approves Interdisciplinary Diversity Perspective courses, and encourages best practices across the disciplines. This coordinator works closely with all faculty across the campus, Center for Diversity Education, Diversity Action Council, Minority Affairs, Key Center for Community Citizenship and Service Learning, various Multicultural, International, and Religious student organizations, and the Center for Teaching and Learning. Further, the Diversity Program Director sponsors workshops to help support faculty in developing these courses.
2. **Information Literacy Competency Coordinator:** Helps develop and assess Information Literacy SLOs, approves ILC courses, and encourages best practices in Information Literacy Competency courses across disciplines. This coordinator also works closely with the Director of Instructional Technology, University Librarian, and the Center for Teaching and Learning, and sponsors workshops for faculty development opportunities.

3. **Writing Competency Coordinator:** Helps develop and assess Writing Competency SLOs, approves WC courses, and encourages best practices in WC courses across disciplines. This coordinator also works closely with the Director of the Writing Center, the Writing Across the Curriculum Director in the Literature and Language department, The Center for Teaching and Learning, and all faculty teaching courses fulfilling the writing competencies within their departments. The Writing Competency Coordinator also sponsors workshops for faculty development opportunities.

Interdisciplinary Learning Perspectives Committee

Similar to the Integrative Liberal Studies Oversight Committee (ILSOC), APC proposes an appointed oversight committee comprised of the ILP Coordinators, as well as other faculty members listed in the oversight of each aspect of the ILP, to ensure the ILP serves its interdisciplinary aims and aligns with UNC Asheville's Student Learning Outcomes (SLOs). The UNC Asheville SLOs call for the development and use of capabilities wherein those earning degrees make "connections among disciplines and among peoples" and, during the acquisition of knowledge and potential, "students acquire and apply lifelong learning skills," with "inquiry from a range of perspectives." Within this context, everything that lies within the proposed ILP is both aligned with the University SLOs (<http://www.unca.edu/about/university-student-learning-outcomes>) and current UNC Board of Governors Compact: *Strategic Directions, Our Time, Our Future* (http://www.northcarolina.edu/strategic_direction/STRATEGIC_DIRECTIONS_2013-2018.pdf).

Interdisciplinary Learning Perspectives Table

This visual representation on the following page displays the requirements of *Interdisciplinary Learning Perspectives (ILP)*, the proposed UNC Asheville general education architecture. The table includes key definitions, descriptions, requirements, and competencies and delineates a streamlined means of oversight, trusting departments with the responsibility for the cultivation of discipline-related skills.

Curriculum requirements with "Interdisciplinary" in their title refer to courses that provide collaboration, integrative learning, and teaching opportunities for faculty across the university and across divisions. For example, the Interdisciplinary Arts and Interdisciplinary Diversity Perspective requirements enable faculty from all three divisions—Natural Sciences, Social Sciences, and Humanities—to contribute to the university student learning outcomes. Another example lies in the Interdisciplinary Science requirement, which has the potential to offer classes from the Natural Science and the Social Science Divisions. As with the ILS and every other general education curricular incarnation over the last fifty years, UNC Asheville's Humanities Program figures prominently and continues to provide an ideal place for collaboration among faculty from all three divisions and interdisciplinary teaching. Additionally the Freshman Colloquium and Senior Capstone Colloquium courses also provide ideal opportunities for faculty collaboration and interdisciplinary learning across the disciplines.

When not labeled as explicitly "interdisciplinary" in nature and designed to be taught by faculty from disciplines across the visions, all other ILP requirements are designed to provide the sort of well-rounded, liberal arts education necessary to make connections. Thus, even when not labeled "interdisciplinary," these courses provide divergent perspectives necessary when forging relationships across disciplines, developing lifelong learning skills, acquiring an intellectual *habitus*, making real-world connections, and finding creative solutions to increasingly difficult problems, the very interdisciplinary values, skills, attitudes, capabilities, and goals that form our University Mission.

<p align="center"><i>Interdisciplinary Learning Perspectives (General Education Architecture)</i></p> <p><i>Oversight:</i> FWDC-appointed committee ensures ILP addresses UNC Asheville student learning outcomes and oversees assessment.</p>	<p align="center">Course Hours</p>
<p>Writing Across the Curriculum (LANG 120) A multi-modal writing course taught from multiple perspectives and dedicated to the development of skills that can be applied across divisions and throughout the curriculum. Students learn to address the needs of multiple audiences, employ academic conventions, evaluate information, and solve real-world communication problems. <i>Oversight:</i> Writing Competency Coordinator and the Writing Across the Curriculum Director in the LIT and LANG Department</p>	<p align="center">4</p>
<p>Quantitative Perspective Courses devoted to the investigation and development of mathematical and statistical knowledge. These courses form a key role in the development of higher order skills and are by nature of content and application interdisciplinary. Such courses include statistical and mathematical skills, quantitative reasoning skills, and positive, confident attitudes and beliefs about mathematics and quantitative reasoning. Although initially fulfilled by taking MATH or STAT, the quantitative perspective is practiced and applied throughout the ILP in the sciences and social sciences and humanities and in arts-related disciplines like music reliant upon quantitative knowledge, content, and methods. <i>Oversight:</i> Dean of Natural Sciences and Chair of the Math Department</p>	<p align="center">4</p>
<p>Interdisciplinary Humanities Perspective (HUM 124, HUM 214, and HUM 324) A sequence of three courses devoted to the intellectual and cultural history of human civilization, including both Western and non-Western cultures. These courses consider subject matter from all of the liberal arts, especially history, literature, and philosophy, but also religion, natural science, social science and fine arts. Taught by faculty from various disciplines. <i>Oversight:</i> Director of Humanities Program, Course Coordinators, and Associate Provost and Dean for Academic Programs</p>	<p align="center">12</p>
<p>Second Language Perspective Students demonstrate competency of a second language, ancient or modern, by the successful completion of the second semester of a language. Students may also demonstrate competency by the successful completion of a placement exam. Students who opt to study a language not taken in high school may do so; however, any credits beyond the 4 required will be considered free electives. <i>Oversight:</i> Chair of the Department or Program in which the language is taught or tested and the Dean of the Humanities.</p>	<p align="center">0-4</p>
<p>First-Year Colloquium on Interdisciplinary Learning Perspectives (ILP 178 or Disc. Prefix 178) This course is dedicated to developing interdisciplinary learning perspectives, with topics specified by individual instructors in varying disciplines. Current “LS” prefix changed to either “ILP” or a disciplinary prefix. Taken by incoming freshmen and first-year students with less than 25 hours of college credit. <i>Oversight:</i> Associate Provost and Dean of University Programs</p>	<p align="center">3</p>
<p>Transfer Colloquium on Interdisciplinary Learning Perspectives (ILP 378 or Disc. Prefix 378) An optional course is dedicated to helping transfer students develop interdisciplinary learning perspectives, with topics specified by individual instructors in varying disciplines. <i>Oversight:</i> Associate Provost and Dean of University Programs</p>	<p align="center">N/A</p>
<p>Experiential Science Perspective Courses devoted to the investigation of scientific knowledge and its methodology through a lecture/laboratory course. <i>Oversight:</i> The Dean of Natural Science and the Natural Sciences Department Chairs will determine the initial list of courses collaboratively and approve of additional course adoptions.</p>	<p align="center">4</p>
<p>Interdisciplinary Science Perspective Broadly defined, courses focused upon the application of science and scientific methods to understanding and solving real-world problems. Taught by faculty from various disciplines. <i>Oversight:</i> The Deans of Natural and Social Sciences and the Natural and Social Science Department</p>	<p align="center">3</p>

Chairs will determine the list of courses collaboratively and approve of additional course adoptions.	
<p>Social Science Perspective Broadly defined courses that employ observational and experimental methods to examine and predict behavioral and organizational processes in understanding human beings and the connections of a global community. Oversight: Dean of Social Sciences and Social Sciences Department Chairs</p>	3
<p>Interdisciplinary Arts Perspective Broadly defined, these courses examine the significance of the arts in the human experience, the cultural context of creative composition and performance, the foundations of aesthetic values, and the communicative function of the arts. In addition to stand-alone ARTS courses, many courses across the campus fulfilling the Interdisciplinary Arts SLOs satisfy this requirement. Oversight: The Interdisciplinary Arts Program Director and Associate Provost and Dean of Academic Programs</p>	3
<p>Interdisciplinary Learning Perspectives Senior Capstone Requirement (HUM 414 or ILP 478) HUM 414: The Condition of the Individual in the Contemporary World This course focuses on global issues and recent history, both Western and non-Western, building on information gathered and questions raised in the preceding Humanities courses toward a fuller understanding of the responsibilities of and opportunities for humanity today. Taught by faculty from various disciplines.</p> <p style="text-align: center;">—or—</p> <p>ILP 478 (formerly LS 479): Cultivating Global Citizenship This course helps students cultivate an ethical sensibility that supports global citizenship. Responsible decision-making in a global world requires a sense of right and wrong, an ability to understand humanity’s differences and commonalities, and an appreciation of how institutional power works. Students study Western and Eastern ethical ideas, the meaning of citizenship, and the role of the individual in the community, use this broad skill and knowledge base to address pressing concerns and real-world problems, including globalization, governance, environmental sustainability. Taught by faculty from various disciplines. Oversight: Director of the Humanities Program, Capstone Coordinators, and Associate Provost and Dean of Academic Programs</p>	4
<p>Interdisciplinary Diversity Perspective Broadly defined, these courses focus on the process of knowledge, discernment, and awareness whereby human beings make reasoned decisions based on difference. These courses include but are not limited to the relationships between difference and inequality, exclusion and inclusion, representation, identity, and social, economic, and political power as it is manifested locally, statewide, countrywide, and across the globe. Many courses across campus qualify as Diversity Perspectives and approved at the discretion of the Diversity Perspectives Coordinator. Taught by faculty from various disciplines. Oversight: Diversity Perspectives Program Coordinator and Minority Affairs</p>	3
<p>Information Literacy Competency Each academic department establishes discipline-specific information literacy competencies and oversees their implementation and assessment, with guidance, coordination, and assistance from the Information Literacy Program Coordinator. Oversight: The Information Literacy Program Coordinator</p>	N/A
<p>Writing Competency Each academic department establishes discipline-specific writing competencies within their department’s curriculum and oversees their implementation and assessment, with guidance, coordination, and assistance from the Writing Competency Coordinator. Oversight: Implementation and assessment is guided and coordinated by the Writing Across the Curriculum Program Coordinator</p>	N/A
Total Credit Hours (maximum)	47

Additional Support and Articulation of the Interdisciplinary Aspects of the ILP

LANG 120: Writing Across the Curriculum

By definition, any course that examines writing, language usage, and heightened language awareness from multiple disciplinary perspectives is interdisciplinary in nature. LANG 120 had been taught this way for years yet was identified as “Foundations of Academic Writing” under the ILS. Whereas “foundations” implies developmental aspects of language, “writing across the curriculum” takes as its mode of investigation interdisciplinary topics and themes. Currently, LANG 120 is taught around interdisciplinary topics, themes, and experiences, such as “Autoethnography,” “Visual Cultural,” “The Latin American Experience,” “Representation in the Graphic Novel,” “Myth, Gender-Making, and the Art of the Fairytale,” “Comic Absurdity,” “Appalachian Culture,” “The Double,” “Controversial Documentary,” “The Sociology of Knowledge: Knowing in the Digital Age,” etc. One such theme, for example, might be a course on the “Native American Experience,” in which students interested in a wide range of disciplines learn ways of investigating and writing that will work for multiple audiences.

As a multiple-discipline, multi-audience-targeted, and multi-modal course, LANG 120 prepares students to write upon a wide range of topics in disciplines across the university. In one course, for example, students might write on a sociological (SOC) aspects of Indigenous Peoples or a socio-political (SOC/POLS/WGSS/AFST/ASIA) issue related to First Peoples or a math or statistical issue (MATH/STAT/ACCT) related to investment and profits earned through gambling and the various issues of fair distribution among tribal members or the use of local Cherokee plants used as alternative, holistic means of healing (HWP/BIOL) or the matrilineal order of the Cherokee and its influence upon gender expression and representation (WGSS) or folklore and creation myths of the Cherokee (LIT and LANG/HIST/ANTH) or an autoethnography that examines identity in light of Cherokee heritage (ANTH/SOC) or the disjunction between lived Cherokee reality and the way it is represented in Cherokee-created advertising (MASS COMM) or the mythic ways of seeing the form Native American spirituality (RELS/PHIL). Of course, this is only one course out of the roughly 16 different interdisciplinary options offered every semester.

Quantitative Perspective

Quantitative Perspective courses form a key role in the development of higher order skills cultivated over time and across the curriculum and are by nature of content and application interdisciplinary. Such courses focus upon the cultivation of interdisciplinary skills with a wide range of applications, including statistical and mathematical skills, quantitative reasoning skills, and positive, confident attitudes and beliefs about mathematics and quantitative reasoning. Although initially fulfilled by taking MATH or STAT, the quantitative perspective is continued, practiced, applied, and confirmed throughout the ILP in the sciences and social sciences and humanities and in arts-related disciplines like music reliant upon general quantitative knowledge and the application of discipline-specific quantitative content and methods. Together, these form the quantitative competencies we expect of those studying in disciplines throughout the ILP, across the university curriculum, and of all graduates who must rely upon these skills in the world.

Second Language Perspective

By studying a second language students are asked to make connections among peoples and cultures and think about their own cultures and language from a critical perspective. UNC Asheville’s Second Language Perspective requirement differs from many in the state of North Carolina in that it does not demand mastery in specific Romance, Germanic, or Latin languages. Instead, we ask that students demonstrate the ability to demonstrate competency in a second language. As this requirement does not confine itself to one way of seeing the world, one tradition, one region of the world, or even one way of conceiving of reality, all these classes are interdisciplinary in nature. The range of choices encourages students to make meaningful connections across disciplines. As a way of re-visioning our lives and the ways we conceive of our cultures, our knowledge, and ourselves, the Second Language Perspective plays a key role in the ILP’s interdisciplinary scope.

First-Year Colloquium on Interdisciplinary Learning Perspectives

As a course with shared learning outcomes taught by professors from disciplines across the campus, this course is indeed about the many possible perspectives on knowledge acquisition, skill development, cognitive growth, aesthetic appreciation, and existential differentiation so vital to becoming the “lifelong learners” our interdisciplinary curriculum seeks to form.

One idea discussed at length during the CRTF process was an interdisciplinary “team-taught” approach to these courses, with students in every section experiencing several instructors on a related theme, idea, cause, or pertinent question. Another suggestion was to form a common lab hour in the colloquium, where all freshmen could gather at a common time (perhaps on a Friday afternoon) and experience campus and cultural enrichment events or form into small group breakout sessions for lessons on topics by guest speakers or visit campus facilities such as the Writing Center, Multicultural Center, Key Center, various Sherrill Center facilities, etc.

The CRTF highly recommended that the Freshman Colloquium structure be re-evaluated and for faculty to consider implementing some of these suggestions. Doing so would necessitate further discussion and support from the administration, which we have been assured we have, including the support for additional administrative support positions. The first-year colloquia are not intended as yet another way into a major. Rather, through careful collaboration and with time freed from the time-intensive oversight structure of the ILS, faculty are encouraged to set further learning goals and work together to achieve a rich, interdisciplinary experience that sets up a mode of inquiry they will follow throughout their course of study.

Experiential Science Perspective

These courses are devoted to the investigation of scientific knowledge and its methodology through a lecture/laboratory format providing invaluable skills that students can apply across disciplines. This scientific perspective affords both grounding in empirical knowledge and an invaluable way of seeing and understanding the world in which we live. It is important to also recognize that quantitative skills are introduced and practiced in many of these courses.

An examination of the potential prefixes and past prefixes reveal this requirement’s interdisciplinary nature and real-world applications, its interdisciplinary connections, and the foundational knowledge it supplies that is needed to negotiate the interdisciplinary elements of the ILP. Thus, the Experiential Science Perspective is not simply a general education course borrowed from a major. Rather, this requirement develops what John Dewey might refer to as a “scientific habit of the mind.”

Interdisciplinary Science Perspective

This requirement includes broadly defined courses focused upon the application of science and scientific methods to understanding and solving real-world problems. This requirement could include any class under the Natural or Social Science divisions. Some courses fulfilling this requirement might have the following prefixes: ASTR, ATMS, BIOL, CHEM, ENVR, PHYS, CSCI, ENGR, or MATH, STAT, as well as selected classes with significant scientific basis, such as NM, PSYC, or HWP. In opening the field of possibility for students, the ILP encourages departments to develop interdisciplinary offerings that will appeal to non-majors and to teach courses with broad applications. As a key aspect of scientific literacy whose interdisciplinary reach aligns with the school’s mission, SLO’s, and the ILP’s implementation strategy, Interdisciplinary Science Perspective courses afford opportunities for students to apply scientific knowledge and skills to a range of interdisciplinary topics, issues, subjects, and disciplines. As such, these courses form another integral component of the interdisciplinary aspects of the ILP.

Social Science Perspective

Broadly defined, these courses employ observational and experimental methods to examine and predict behavioral and organizational processes in understanding human beings and the connections of a global community. Such courses cultivate Social Science Perspective knowledge, skills, and the application of skills to real-world situations. It is important to also recognize that Social Science courses are also integrated in the Interdisciplinary Science Perspectives options and that Social Science faculty either teach a large number of Interdisciplinary Diversity Perspectives or instill a strong awareness of the Social Science Perspective in their course content.

The ILP senior capstone courses also integrate Social Science Perspective language, content, and empirical approaches into two key interdisciplinary areas connected with the Social Science Perspective: HUM 414 (The Condition of the Individual in the Contemporary World) and ILP 478 (Cultivating Citizenship). Both senior capstone experiences focus upon multiple Social Science methodologies and require students to grapple with society and the relationships of individuals within local and global communities. These courses, as envisioned in

the ILS documents and hailed as the fruit of “critical theory” (i.e. cultural/sociological theory), provide a culminating experience in the curriculum where the Social Science Perspective once again appears as a method of approaching real-world issues and prescient social concerns.

Interdisciplinary Arts Perspective

Broadly defined, these courses provide students with an intellectual engagement with the arts while also fostering opportunities for creative and aesthetic interactions. Interdisciplinary Arts courses examine the significance of the arts in the human experience, the cultural framework of creative composition and performance, the foundations of aesthetic values, and the communicative function of the arts. In addition to stand-alone ARTS courses, departments from all three divisions teach these courses, which investigate interdisciplinary topics and themes, introduce students to the vast array of arts, demonstrate how these arts impact us and others, and also help students recognize the cultural, historical, spiritual, and/or political aspects of the arts.

A small sample of the large and constantly growing list of IAP courses includes: “From Temple to Bollywood: Religion and Dance in South Asia,” “Gendered Places in the Arts,” “Holocaust and the Arts,” “Japanese Culture to the Outsider,” “The Art in Science and the Science in Art,” “New Media Art and Design,” “Art and Artists of the Harlem Renaissance,” “Art and Politics,” “Art and Religion,” “Arts and Community Development,” “Caribbean Arts,” “Classic Film,” “Contemporary Spanish Theatre and Film,” “Faust Legend in the Arts,” and “African American Music: Slavery to Swing.”

Interdisciplinary Diversity Perspective

Broadly defined, these courses focus on the process of knowledge, discernment, and awareness whereby human beings make reasoned decisions based on difference. These courses include but are not limited to the relationships between difference and inequality, exclusion and inclusion, representation, identity, and social, economic, and political power as it is manifested locally, statewide, countrywide, and across the globe. Many courses across campus qualify as Diversity Perspectives and approved at the discretion of the Diversity Perspectives Coordinator, who works closely with all faculty across the campus, Center for Diversity Education, Diversity Action Council, Minority Affairs, Key Center for Community Citizenship and Service Learning, various Multicultural, International, and Religious student organizations, and the Center for Teaching and Learning. As the Diversity Perspective is contained in courses across disciplines, it is interdisciplinary in nature.