

Report of the General Education Task Force

10 May 2022

Rev 31 May 2022

2023 General Education:

Rationale, Requirements, Innovations, Implementation, Governance

Executive Summary:

This report lays out the recommendations of the [2023 General Education Task Force](#) that was appointed in January 2021 to revise the university's general education curriculum. A revision was clearly needed both because the [current general education curriculum](#) (launched in 2003) has aged out and because of the opportunity to embed general education as an integral element of the University's "Shaping What's Next" strategic plan. The revised curriculum maintains several elements of the current program but includes two important innovations: the opportunity for sustained, informed inquiry into issues connecting to Global and Local themes and integration of four core competencies both in the lower-division breadth courses and in the major.

The 2023 General Education curriculum requires students to complete ten (10) courses (31-32 credits total) of lower-division general education breadth requirements and additional requirements relating to the four competencies – critical thinking, communication, intercultural, and quantitative/data – that are fully integrated into the requirements for each major. The lower-division requirements include first year writing, quantitative and data analysis, natural science, and critical thinking and communication courses that are adopted with minimal changes from the current curriculum. They also include a new requirement for four (4) themes courses, two Global and two Local, that replace the current LBST and Social Science courses. Departments will be able to determine whether and how these lower-division requirements count towards the requirements for the major. Departments are also given the discretion to determine how best to integrate the four competencies into their curriculum and are expected to formally address those competencies in their program-level student learning outcomes that are assessed as part of accreditation requirements.

This Report's recommendations will be incorporated into a curriculum proposal that will go through faculty governance approval by December 2022. That will enable the catalog to be updated so that the 2023 General Education program can be launched for new students entering the university in Fall 2023 (continuing students will be able to graduate under their current general education requirements). As is currently the case, governance of the university's general education curriculum includes both oversight by an elected committee of the faculty (the University College Faculty Council) with administrative support from the Associate Dean for Curriculum in the Office of Undergraduate Education. In addition, new to the 2023 General Education program, there is an expectation that the academic colleges, working through their curriculum committees or other processes, will ensure the coherence and integrity of competency integration in their majors.

A. BACKGROUND

The decision to undertake a revision of the university's general education program was announced during the faculty convocation at the start of the 2020-21 academic year. The last major revision of general education was launched in 2003 and since that time our students, our faculty, and the world have changed, making an update necessary. More importantly, there was a unique opportunity to take advantage of the university's strategic planning process to design a general education curriculum that is fully integrated into the University's vision. Work on the revision began in the Fall semester of 2020 with the formation of a Parameters Working Group which was directed to review general education models nationally and consult with faculty and campus stakeholders in order to create the formal charge for the General Education Task Force. That Task Force, which began meeting in January 2021, was charged with developing a purposeful, impactful general education curriculum that addressed the following imperatives:

- Provide students with opportunities to explore different disciplines and ways of knowing;
- Provide students with opportunities to develop transferable skills and competencies;
- Prepare students as educated citizens by engaging them in sustained inquiry into complex questions;
- Give students a coherent collegiate experience by intentionally linking introductory breadth with upper division depth.

The Task Force was asked to undertake its work in two phases with Fall 2023 as the target implementation date for the new curriculum. In phase 1, the group developed the broad intellectual and structural framework for the new curriculum and presented that framework to faculty and advisors at large town Halls held in September 2021. Feedback from those town halls was then used to kick-start the Task Force's work in phase 2, which included organizing five satellite working groups that enlisted a larger group of faculty stakeholders assigned to work on different facets of the revised curriculum. Three satellite working groups were assigned to work on the **core competencies** that are central to the vision for the 2023 General Education program: Critical Thinking, Communication, Intercultural, and Quantitative / Data. Two other satellite groups were assigned to further develop and refine the curriculum for the **Global and Local themes** requirement.

B. CURRICULUM

1. Rationale

The 2023 General Education program is designed to be an integral element of the educational experience of Charlotte students – the “Charlotte Model” laid out in the 2021-31 Strategic Plan. The essence of this vision of a university experience that will “transform students’ lives through educational opportunity and excellence” is encompassed by the first four goals of the “Shaping What’s Next” plan:

- A1: Provide students with a unique, comprehensive [and] intellectually rigorous education
- A2: Ensure equity, accessibility, affordability and student success
- A3: Prepare students to thrive in a changing world

- A4: Educate students to become resilient and self-confident lifelong learners

Central to the idea of the “Charlotte Model” is that the elements of students’ experience at Charlotte work intentionally to build connections that enable them to develop knowledge, insights, and abilities that will set them up for success both in their careers and as educated citizens contributing to our communities. General education has a critical role to play in a students’ education, providing a broad foundation of learning that ensures that students can apply knowledge and skills in a variety of contexts and disciplines. For that reason the 2023 General Education program makes possible the actualization of the Charlotte Model by adopting two major innovations.

First, the 2023 General Education program is designed to ensure that students connect the breadth of learning that comes from exploring ways of knowing across a diverse range of disciplines to the in-depth knowledge and skills that they experience in their major. That integrative vision is accomplished by the **Core Competencies – Critical Thinking, Communication, Intercultural, and Quantitative / Data** that frame the entire general education curriculum. These competencies are visibly interwoven into the different elements of the lower-division general education breadth requirements so that students can develop the ability to apply these competencies in different contexts. These competencies are also fully integrated into the requirements for each major with intentional connections back to foundational courses which will enable students to re-engage with and deepen their mastery of these competencies in the context of the discipline.

Second, the 2023 General Education program is designed to ensure that students have opportunities to engage in sustained informed inquiry into complex and challenging questions that we face as a society. This integrative vision is accomplished by the four **Global and Local Themes** courses. These theme courses will provide students with the opportunity to explore related sets of questions from the perspective of the social sciences, arts, and humanities, through sustained informed inquiry.

2. Requirements

The requirements for the 2023 General Education program consist of two linked elements:

A. Lower-Division Breadth

Students must complete all of the following courses or transfer in equivalent credit.

A.1 Foundations Requirements

Course	SCH	Competencies	Intersectional Options
First-Year Writing (WRDS 1103 or 1104)	3-4	Communication Critical Thinking	Options for theme alignment
Quantitative / Data (any MATH or STAT course)	3	Critical Thinking Quantitative / Data	
Quantitative / Data	3	Critical Thinking	

(any one of MATH, STAT, PHIL 2105, or ITSC 1110)		Quantitative / Data	
Natural Science w/ lab (chosen from current approved list)	4	Critical Thinking Quantitative / Data	Options for theme alignment
Natural Science (lab optional) (chosen from current approved list)	3	Critical Thinking Quantitative / Data	Options for theme alignment
CTCM 2530* (Critical Thinking & Communication)	3	Communication Critical Thinking	Options for theme alignment

* CTCM is a new, common, prefix that will be used for the course currently taught as LBST 2301.

A.2 Themes Requirements

Course	SCH	Competencies	Intersectional Options
Global Theme (Social Science, XXXX 1501)	3	Critical Thinking Intercultural	Options for Quantitative/Data alignment and Communications practice
Global Theme (Arts / Humanities, XXXX 1502)	3	Critical Thinking Intercultural	Options for Communications practice
Local Theme (Social Science, XXXX 1511)	3	Critical Thinking Intercultural	Options for Quantitative/Data alignment and Communications practice
Local Theme (Arts / Humanities, XXXX 1512)	3	Critical Thinking Intercultural	Options for Communications practice

NOTE: Students are encouraged to distribute their Theme courses between different disciplines in order to broaden their knowledge and skills but may, if they choose, take Local and Global Theme courses with the same disciplinary prefix.

B. Integration in the Major

Charlotte's 2023 General Education curriculum is designed around four core competencies that are understood as fundamental elements of a student's educational experience at the university; they are introduced in lower-level general education breadth requirements and enhanced and deepened in courses in the major. Each major **will therefore ensure** that its curriculum is structured so that all graduates have appropriate disciplinary engagement with the Communications, Critical Thinking, Intercultural, and Quantitative / Data competencies in courses or other experiences.

- Departments **will determine** how to best integrate the four general education competencies into their major depending on the nature of the discipline and the structure of the curriculum.
- There are no specific credit hour requirements nor will the courses in which departments will

integrate these competencies need to be formally designated or approved.

- Departments **will** be expected to incorporate these competencies into the program-level Student Learning Outcomes (SLOs), and they are responsible for demonstrating that graduates are consistently and comprehensively meeting these expectations through the formal assessment process required for meeting accreditation requirements.
- Departments **are encouraged** to embed the competencies in multiple sites in the curriculum so students can build towards mastery.

C. WHAT IS CHANGING?

In order to understand the structure of the 2023 General Education program it is helpful to compare what is changing and what is staying the same with respect to the current program.

1. Foundations:

Six (6) of the current required courses will migrate to the 2023 General Education program with minimal changes: First-Year Writing, Quantitative/Data, Natural Science, and CTCM 2530 (Critical Thinking and Communication).

- As noted, faculty teaching First-Year Writing and CTCM sections are encouraged to consider ways to adjust their course content to better align to the themes.
- Faculty teaching natural science will be expected to explicitly call out the ways in which their teaching of Critical Thinking and Quantitative / Data skills connects to the broader experience students are having with these competencies.
- The Math Pathways QEP (running in parallel to this general education revision) will result in some changes to course options and pedagogy in MATH/STAT courses but the underlying general education requirement remains the same: one course chosen from MATH or STAT and a second course chosen from MATH, STAT, PHIL 2105 (Deductive Logic), or ITSC 1110 (Computer Science Principles)

2. Themes:

The requirement for four (4) Themes courses replaces the current requirement for a social science course and three of the four LBST courses with the goal of making this experience more coherent, impactful, and sustainable. Many of the courses currently being taught that meet the current requirements can be adapted to fit the appropriate Theme with minimal or moderate revisions to more intentionally connect the current content and assignments to the Local or Global Theme; some courses will need a more substantial overhaul. The LBST prefix will be retired once students under the 2003/2017 General Education requirements graduate. (See below for details on the transition plan for current students.)

3. Competencies:

The current general education program addresses one competency – written and oral communication – and the 2023 General Education program adds three more – Critical Thinking, Intercultural, and Quantitative/Data. However, a more substantive change as regards competencies concerns the way in which the requirements concerning competencies are stated and how they are assessed. In the current general education program, the communication competency requirement is that students must take six (6) hours of courses formally designated as Writing Intensive and at least one (1) course that is formally designated as Oral Communication. Yet there is no independent assessment of this competency that is conducted in the courses that are designated as Writing Intensive and Oral Communication; instead, assessment is embedded in the program-level learning outcomes for each major.

The 2023 General Education program resolves this inconsistency by seamlessly integrating competency requirements into the major. This integration means that there will not be separate credit hour / course requirements for these four competencies. Instead, departments will integrate these competencies into the curriculum of the major so that when a student completes all of the requirements for the major they will also have completed their general education. The Task Force's decision to structure the upper-division elements of the 2023 General Education program in this fashion recognizes that departments/majors are best placed to ensure that students develop these competencies within the specific nature of a discipline and the structure of its curriculum.

This decision does represent a significant change. Students subject to the 2023 General Education requirements will not need to take courses designated as W and O. However, the Task Force does not expect that there will be significant changes to departmental curricula as a result of the elimination of formally designated W and O courses. Departments have been, and will continue to be, responsible for ensuring that their graduates have developed robust communication competencies since those are a clear hallmark of a college education. That is not changing. Indeed it is arguable that framing the upper division competencies in these terms puts even greater responsibility on the major to ensure that students have structured opportunities to develop, practice, and refine their communication skills. That includes the need to have courses (more than one) that are designed and sized to make it possible for faculty to provide a learning environment that intentionally builds communications skills. Departments already have such courses in their curricula – those currently designated as W and O – and it is unlikely that the format of those courses will change even if the W/O labels disappear. However, departments may wish to take this opportunity to explore options for integrating the Communication competency more deeply into the major, and the Communication Across the Curriculum program will be available to support departments and individual faculty in those efforts.

D. THEMES

1. Description

A critical element of the 2023 General Education program is the range of opportunities it provides to students to engage in sustained, informed, and integrated inquiry in the Global and Local themes courses – four (4) courses total. In each theme students will take two courses, one from a social science perspective and one in the arts and humanities, but these courses will be connected to allow students to

explore common questions to build their capacity to critically engage with important, challenging issues. In addition, working across the two themes, the two courses students will take in the social sciences and the two they will take in the arts/humanities will enable them to develop a deeper understanding of the common disciplinary approaches and evidences for these broad fields.

The **Global Intersections and Engagement Theme** is grounded in the premise that it is essential for students to understand and engage with the increasingly interconnected global society in which we live both as individuals and as members of society. The courses in the Global Theme will give students this opportunity by exploring the many different ways in which – as individuals and as members of our society – we interact with and are influenced by individuals, cultures, and communities from across the globe. While departments are expected and encouraged to design Global Theme courses that reflect their unique disciplinary approaches and evidences, different departments' and instructors' courses will address common questions. Examples of the questions that can frame students' inquiry into global intersections may include the causes, manifestation, and consequences of inequality around the world; the experiences of differing peoples; consequences of interactions between different groups across the globe; migration; climate change and planetary health; social and cultural conflict; global and political systems, but more specifics will be developed as faculty work collectively to develop these courses.

The **Local Intersections and Engagement Theme** is grounded in the premise that it is essential for students to understand and engage with the fact that we live in a nation that has been shaped by a range of cultural, social, economic, and political identities that influence how different groups experience their lives. The courses within the Local Theme will give students this opportunity by exploring the many different ways in which – as individuals and as members of communities – we interact with and are influenced by other individuals, cultures, and communities in our society. While departments are expected and encouraged to design Local Theme courses that reflect their unique disciplinary approaches and evidences, different departments' and instructors' courses will address common questions. Examples of the questions that can frame students' inquiry into local intersections may include issues of critical difference and power differentials in a domestic framework with a special focus on the concepts of equity, identity, culture, and community, but more specifics will be developed as faculty work collectively to develop these courses.

All four of the theme courses have a critical role in how students are introduced to, and develop, the 2023 General Education competencies. In particular the Themes courses will be the primary way in which students will start to develop their intercultural competency. The Themes courses are also integral to students' development of the Critical Thinking competency.

2. Theme Course Prefixes and Numbers:

Theme courses will carry a major, department, or college prefix of the faculty member who is offering the course. The use of departmental prefixing is intended to enable students to make more informed choices about the courses they select to fulfill a general education requirement and also to enable academic programs to be more visible in the general education curriculum.

Theme courses are specified by a unique course number. This unique number will identify a course as one of the four (4) required theme courses regardless of what departmental prefix is used. The theme course numbers are as follows:

- Global Social Science, XXXX 1501 (for example, EDUC 1501, INTL 1501, GEOG 1501, POLS 1501,)
- Local Social Science, XXXX 1511 (for example, ANTH 1511, CJUS 1511, HAHS 1511, SOCY 1511)
- Global Arts/Humanities, XXXX 1502 (for example, AAAH 1502, DANC 1502, ENGL 1502, RELS 1502)
- Local Arts/Humanities, XXXX 1512 (for example, AFRS 1512, HIST 1512, MUSC 1512, PHIL 1512)

Departments may only offer two different Theme courses, one global, and one local. The department will determine how much variation it chooses to allow between different faculty member's versions of a given theme course. Some units may choose to closely coordinate all of their sections of a given theme course while others may allow faculty a degree of freedom in determining the topics that are covered – subject, of course, to the overarching requirements of the general education curriculum. But in either case, it is still one course which students may not repeat for credit.

3. Theme Courses and Major Requirements:

Departments can choose whether and how theme courses taken under the department's prefix can count towards the requirements for the major. The options include:

- The department's theme courses do not fulfill any major requirements
- The department's theme courses (one or both) can count as open electives towards the total number of required hours in the major but do not meet any specific requirements.
- The department's theme courses (one or both) can fulfill the requirement for a restricted elective
- The department's theme course (one or both) is required for the major.

In practical terms this flexibility means that there will be instances in which a student has met a general education theme requirement with a course in another department but must take the departmental theme course with the same number to fulfill requirements in the major.

Departments that choose to count one or both of their theme courses as either a restricted elective or as a major requirement may hold back a small proportion of the seats they are offering to ensure that there is space for their majors who need that course to progress. However, departments choosing to make a theme course a requirement must offer a sufficient number of seats to ensure that most of the seats they offer are available to the student body as a whole and not restricted to majors only. By that same logic departments may choose to require that students in the major take a particular theme course offered by another department, but not if their students would monopolize the available seats.

E. COMPETENCIES

The 2023 curriculum has four core competencies: Critical Thinking, Communications, Intercultural, and Quantitative / Data. The competencies and their Student Learning Outcomes (SLOs) are defined below:

1. Intercultural Competency

- Intercultural competence is a lifelong process that involves knowledge/awareness, skills, and dispositions/attitudes. Students who have intercultural competence can work and interact respectfully and effectively with people with a variety of cultural backgrounds and identities, from the classroom to the world.
- Program Level SLOs:
 - Recognize cultural similarities and differences in perspectives, behaviors, and communication styles across space and time.
 - Interact respectfully with people from diverse communities and cultures locally and globally.
 - Acknowledge that intercultural learning is lifelong.

2. Critical Thinking Competency

- Critical Thinking competence involves identifying and analyzing problems, evidence, and solutions. Students need to be prepared to think critically by analyzing existing complex issues, making reasoned judgements, and generating their own problem-based inquiries.
- Program Level SLOs:
 - Evaluate public problems based on their claims, supporting evidence and reasoning.
 - Formulate questions designed to address specific problems as situated in their cultural and disciplinary contexts.
 - Use relevant evidence to propose and support solutions and problem-solving paths.

3. Communications Competency

- Communication competence focuses on how people create, use, and interpret messages to generate meanings within and across various contexts. Students need to be prepared to communicate intentionally in speech and writing.
- Program Level SLOs:
 - Create messages appropriate to the audience, purpose, and context when speaking and writing.
 - Use strategies to conceptualize, prepare, and deliver public presentations.
 - Use strategies to conceptualize, develop, and compose writing projects.

4. Quantitative / Data Competency

- Quantitative / Data competence focuses on how people gain literacy, competency, and confidence in the analysis, manipulation, and interpretation of quantitative information and data. Students will identify supporting evidence from data-driven quantitative sources to justify or refute arguments. They should be able to clearly communicate this evidence and their results in a variety of formats.
- Program Level SLOs
 - Students can formulate problem statements. This involves determining the appropriate information or credible data needed to solve the problem.
 - Students can use quantitative and/or statistical techniques to solve problems/analyze data.

- Students can interpret the results of analysis and draw appropriate conclusions, while recognizing the limits of this analysis.
- Students can represent and communicate information and results symbolically, graphically, numerically, and/or verbally.

F. IMPLEMENTATION / TRANSITION

1. Timeline

The 2023 General Education program will be effective for incoming students enrolling at UNC Charlotte for the first time in Fall 2023 (and by extension students admitted for Fall 2023 who elect to take classes in Summer 2023). Preparing for that launch involves the following steps:

- **Curriculum Approval:** The 2023 General Education program requires formal curriculum approval through the normal faculty governance processes. Because of the extent and complexity of the curriculum changes required, and particularly the interconnections between general education and the major, the catalog team in the Office of Academic Affairs has agreed to combine all of the catalog changes necessary at the university level* into a single Curriculog proposal. This curriculum approval process will formally get underway early in Fall 2022 with the presentation of the proposed catalog copy for the 2023 General Education program and a call to departments and colleges to consider necessary revisions to catalog copy for their majors. (See below for the college's governance obligation to ensure the coherence and integrity of competency integration in the major.) All of the revisions that departments are making to the catalog copy – including approval by the department's curriculum committee – must be submitted by 1 November 2022 whereupon a final, comprehensive, Curriculog proposal will be launched for each college.. College curriculum committees and the University College Faculty Council are expected to schedule meetings in the first week of December 2022 to review the proposal so it can be placed on the University Faculty Council consent calendar for approval by the end of the calendar year. This timetable ensures that the 2023 General Education curriculum will be active in the catalog to allow scheduling for Fall 2023 courses during January/February 2023.

* "University Level" refers to the changes needed to implement the Themes requirement and eliminate the social science and LBST requirements and also to eliminate the W/O requirement. Departments that choose to make revisions to their major requirements not covered under those criteria will be responsible for launching separate curriculum proposals.

- **Faculty Development:** The implementation of the 2023 General Education program requires a major commitment to faculty development. This faculty development program is getting underway in Summer 2022, including both interdisciplinary teams working on refining the framework for the Global and Local Themes courses and department/college teams exploring competency integration in the major. Based on feedback from these exploratory efforts, a more comprehensive set of faculty development opportunities will be developed for spring/summer 2023 for all full-time faculty who will be teaching general education courses in Fall.

2. Continuing and Readmitted Students

University policy requires that all students be allowed to complete their degree under the curriculum requirements in force at the time they first enrolled at UNC Charlotte. Therefore, all continuing students need to be able to complete the requirements of the 2003/2017 General Education program. This requirement will entail a transition period during which courses satisfying both the 2023 and 2003/2017 requirements are offered and/or a crosswalk is developed that cross-lists courses meeting the two different sets of requirements. A specific, detailed, transition plan, including details on the timing of the eventual phase out of the current requirements will be presented in Fall 2022, with opportunities for stakeholder comment.

The transition plan outlined above only applies to continuing students who do not have a break in enrollment of longer than 1 year. Students in that situation must apply to be readmitted to the university and are automatically assigned the catalog year of their readmission. Since many readmitted students will have completed some if not all of the general education requirements from catalog years up through Spring 2023, it does not make sense to require those students to take additional courses to meet the 2023 requirements that will apply to their readmission catalog year. Students who have completed their lower-level general education requirements prior to readmission will be readmitted with a general education exemption. Students who have not completed all of their 2003/2017 General Education program requirements prior to readmission will be informed about what courses they need to complete in the 2023 curriculum based on a crosswalk framework that will be developed.

3. Student Learning Outcomes and Assessment

All of the ten (10) courses that comprise the lower-division breadth requirements for the 2023 General Education program will have specific student learning outcomes that will be assessed on a regular cycle. Six (6) of these courses are already part of the current curriculum, and the assessment expectations for those courses will be largely unchanged other than mapping current SLOs to the general education competencies where appropriate. The student learning outcomes and assessment process for the new theme courses in the 2023 General Education curriculum will be developed in Fall 2022 with input from the Office of Assessment and Accreditation and stakeholder input. As is currently the case, learning outcomes assessment is the responsibility of individual instructors teaching general education courses. Departments and Colleges are responsible for ensuring that faculty fully engage in the assessment process – collecting data, discussing results, and implementing any modifications to the curriculum that are indicated. The Office of Assessment and Accreditation, and the Office of Undergraduate Education, will support and coordinate the General Education student learning outcomes assessment process and the Office of Undergraduate Education will coordinate a faculty development program that makes use of these assessment findings to ensure that the general education program retains its coherence.

Individual majors, departments, and colleges are responsible for assessing the program-level student learning outcomes related to competency integration in the major. As noted, units may need to revise

their program-level learning outcomes and/or assessment process to ensure that these SLOs are achieved by graduates.

G. GOVERNANCE

In accordance with the shared governance principles in place at the University of North Carolina at Charlotte, control over the 2023 General Education program is vested in an elected faculty committee, the University College Faculty Council (UCFC). The chair and members of the UCFC, working in concert with the President of the Faculty and the University's Faculty Council are responsible for ensuring the quality, coherence, and value of the 2023 General Education program by overseeing the student learning outcomes assessment process, intervening as necessary to address issues that emerge. The UCFC is also responsible for ensuring the 2023 General Education program remains up to date by approving new course proposals and interpreting or revising requirements. In the first few years of the new program that responsibility is likely to include making decisions clarifying questions that emerge during implementation.

Administrative oversight for the 2023 General Education program is vested in the Associate Provost for Undergraduate Education and Dean of University College. This university leader or their designee will work with the colleges on issues relating to scheduling and course availability, endorsing and recommending requests for new resources to cover enrollment growth, and other administrative support. In addition, they will be responsible for handling all academic petitions from students regarding general education requirements, consulting with the elected members of UCFC as appropriate.

The successful implementation of the 2023 General Education program means that the university's academic colleges also have a critical governance role. The College's role in overseeing general education is new, but it is essential to ensure the meaningful integration of competencies into the major. Colleges are expected to develop policies and processes **to review and approve** each department's plans for integrating competencies into the requirements for the major. These plans should include details on the courses into which competencies are integrated, staffing and section size information, and appropriate faculty development and oversight of the program's Student Learning Outcomes assessment process. This expectation will entail some additional work during the initial implementation of the 2023 General Education program, but once a college's curricula have been reviewed and approved, this expectation can be integrated into the regular program review cycle, with off-cycle review only needed if a department is proposing a change.

H. TRANSFER CREDIT

1. Students with Transferable Associates' Degrees

As is currently the case, all students with a transferable Associates' degree conferring general education exemption (Associate of Arts, Associate of Science, Associate of Fine Arts, and Associate of Engineering) will exempt from the lower division general education requirements as required by the 2014 North

Carolina Comprehensive Articulation Agreement. These students will of course engage with the general education competencies in their major but no additional requirements will be imposed.

2. Students without a Transferable Associate Degree

For students with college credit (either as a transfer student or early college or AP/IB credit earned in high school) but no associates degree, general education equivalencies for lower-division requirements will be granted on a course-by-course basis, but the precise details have not been finalized. It is worth noting that six (6) of the courses in the 2023 General Education program are already included in the current curriculum and transfer credit for those courses is expected to be unchanged. Allocating transfer credit equivalencies for the Global and Local Themes is complicated by the tension between ensuring that students benefit from the educational experience that a degree from Charlotte provides and a need to avoid creating unnecessary barriers that could slow students' progress towards graduation. A detailed plan will be released early in Fall 2022 with opportunities for stakeholder feedback.