

The University of North Carolina at Chapel Hill
Faculty Athletics Committee
Minutes of Meeting: May 5, 2015

Present: **Committee Members:** Lissa Broome, Marc Cohen, Carol Folt, Beverly Foster, Paul Friga, Layna Mosley, Andy Perrin, Joy Renner, John Stephens, Deborah Stroman

Advisors: Michelle Brown (Director, ASPSA), Bubba Cunningham (Director of Athletics), Vince Ille (Senior Associate Athletics Director)

Guests: Debbi Clarke (Provost's Working Group), Rudi Colloredo-Mansfeld (Anthropology), Karen Moon (Communications and Public Affairs), Ray Gronberg (The Herald Sun), Beth Miller (Senior Associate Athletics Director), Jay Smith (History), Anne Whisnant (Faculty Governance), Erianne Weight (Exercise and Sport Science),

I. Preparation

Minutes. The minutes from the April meeting were approved. Lissa Broome will merge the approved minutes with the attachments related to those minutes and post on the Sakai site as approved minutes.

FAR Review. Joy Renner is chairing a committee that is reviewing Lissa Broome in her role as FAR. Professor Renner described the comprehensive process which is soliciting input on Professor Broome's work from those inside, as well as outside, UNC. The feedback the committee is soliciting is on the performance of Professor Broome as well as the role of the FAR, which varies from school to school, to provide suggestions on the FAR role at UNC. Professor Renner asked the committee to provide its feedback by Friday, if possible. The open comment period for other members of the University community also closes on Friday, May 8.

SAAC Representative. The Student-Athlete Advisory Council (SAAC) will select a SAAC member to replace Benton Moss, who is graduating, as the representative to FAC for the 2015-16 academic year.

Update from the FAR on ACC and NCAA Issues. Professor Broome's update is attached. At the NCAA level, a Division I Strategic Summit will take place on August 4-5. Topics to be discussed include how athletics assists students in areas of academic achievement and appropriate demands on time. The May meetings of the ACC take place the week of May 11. Topics to be discussed include the NCAA's proposed changes to legislation related to academic misconduct, the ACC intra-conference transfer rule, formalizing the ACC's Committee on Autonomy, and the role of student-athletes in ACC governance.

New FAC Members. Professor Renner reported that Layna Mosley and Andy Perrin were reelected and that Daryhl Johnson from the School of Medicine (a trauma surgeon) was elected as a new member to FAC. Dr. Johnson will try to join us at our summer meetings.

II. Resolution of Appreciation for Dr. Beth Miller

Before the arrival of Dr. Beth Miller, Senior Associate Athletics Director and Senior Woman Administrator, the committee unanimously adopted a Resolution of Appreciation for Dr. Miller, who is retiring on June 30, 2015, after 40 years of service to the University.

Professor John Stephens read the Resolution of Appreciation to Dr. Miller after she arrived for the meeting. The resolution is attached. The resolution received hearty applause from the committee. Dr. Miller expressed her thanks, noting that this was a very special honor.

III. Discussion of “Education Through Athletics”

Professors Erianne Weight and Rudi Colloredo-Mansfeld discussed the document that they previously circulated to the committee (and which is attached). Professor Weight said that intercollegiate athletics is education and that Fortune 500 companies have said that they value sports participation (especially for team captains) more highly than any other collegiate extracurricular activity when hiring.

Professor Weight reviewed her own experience as a student-athlete at Utah where she received course credit for an onboarding course, one credit for Track & Field, and credit for a Sports Psychology course. She also reviewed credits given to student-athletes at other universities including N.C. State, Pittsburgh, Berkeley (one credit for the sport and one credit for lifting and conditioning), the University of Washington (life skills, a psychology class for performers, a six credit onboarding class in the summer, and one credit for sport participation, amounting to up to 20 hours of academic credit). Professor Weight wondered whether athletics participation could be analogized to music as a viable educational activity. Professor Colloredo-Mansfeld became interested in this issue because of concerns he had that time pressures associated with an expanded ACC might mean that student-athletes are unable to take advantage of many opportunities available to students at the school.

Professors Weight and Colloredo-Mansfeld presented four specific proposals:

1. Provide an onboarding course for first-year student-athletes
2. Create an Elite Performance or Applied Sport Science Minor, where student-athletes could earn up to six hours of credit for athletic performance.
3. Create an Athletics-Academic Hub that would be a collection of interdisciplinary courses relating to sport
4. Formalize the educational value of the Baddour Carolina Leadership Academy so that student-athletes who participate in it might receive one hour of credit for the first year (which is required), one hour for the second year, two hours for the third year, and one hour for the fourth year.

Discussion from the committee ensued:

- We have been working hard to ensure that there is not too much separation between student-athletes and other students; this proposal might increase that separation, particularly with respect to academic opportunities that are limited to student-athletes.
 - Response: Perhaps this concern could be alleviated by using the priority registration system for student-athletes to allow them to register for these courses first, but allow other students to also join if they were, for instance, participating in club sports.
- Music is not exactly the same as athletics since music majors and non-majors may participate in ensembles and music lessons. Non-student-athletes, however, may not participate in intercollegiate sports. Also, music students do many things in the furtherance of their music that do not earn academic credit. Should Daily Tar Heel writers seek credit from the School of Journalism and Mass Communication? An actor plays different roles in different plays, but a student-athlete may always be playing the same role (or position).
- Chancellor Folt noted there is probably no quick answer to this proposal, but that competency based learning is recognized in other contexts where students receive credit for skills they bring to the university (such as language) and students may receive credit for acting or doing experiments in labs. She also noted that many students (not just student-athletes) seek careers in athletics. For that reason, she believes the Athletics-Academic Hub is a good idea.

Professor Renner said this discussion was just FAC's introduction to the proposal and that the committee would come back to it later. Any concrete proposals will go to the Educational Policy Committee and the Curriculum Committee in the College of Arts and Sciences. Professors Weight and Colloredo-Mansfeld appreciate the opportunity to hear FAC's questions and concerns so that they may prepare as strong a proposal as possible.

It was noted that there is a leadership course that will be offered next year by the Business School for students on the Student-Athlete Advisory Council that mirrors similar courses offered for other groups of student leaders. If the class does not fill up with SAAC members, other students will be permitted to enroll.

IV. Student-Athlete Experience

Professor Paul Friga presented a chart that he and Professor Kim Strom-Gottfried created following a review of the reports from the March 18, 2015, focus group discussions with the SAAC. This chart is attached. Seven issues with recommendations and comments were highlighted.

1. Scheduling conflicts for set academic events such as final exams.
 - a. Consider moving more competitions to weekends or move more classes to weekends.
2. Insufficient and inconsistent reporting of classes missed
3. Time requirements on student-athletes

4. Travel letter issues between faculty and student-athletes
 - a. Could consider delivering the travel letters via electronic communications and ensure student responsibility by requiring the students to follow-up with the instructor on the electronic communication. Some student-athletes, however, are afraid to acknowledge that they are athletes and may prefer not to have this information disclosed.
5. Advising improving but some issues remain
 - a. Steele building advisors are evaluated and ASPSA should consider an opportunity for students to evaluate their academic counselors at ASPSA.
6. Faculty policies related to excused absences for athletic events (make up procedures, dropped assignments, reallocation of points, etc.)
 - a. The Working Group has proposed a revision to the faculty policy that is being considered in the Educational Policy Committee.
7. Difficult for student-athletes to adequately prepare for careers and participate in curricular (study abroad) and extracurricular (internships) experiences during their years of competition.
 - a. Perhaps we could develop the “Carolina Advantage” that would provide opportunities for internships and study abroad experiences. This could potentially be outside the degree and funded through Complete Carolina. Or, this might fit into the earlier presentation by Professors Weight and Colloredo-Mansfeld.

Professor Friga also reported on the results from the Exit Surveys related to academics.

- 92% of respondents are positive regarding the balance between academics and sports
- 94% find the faculty cooperative about the make-up process
- 62% had issues with enrolling in courses that conflicted with practice or conditioning
- 18% said that their hopes for their college experience on the athletic side had not been met
- 2% said that their hopes for their college experience on the academic side had not been met

Bubba Cunningham said the number of ASPSA staff has increased from 15 to 17 with a budget increase of over \$500,000. In addition, there are now two full-time FTEs in Academic Advising working with student-athletes. He also said that there is no priority registration for incoming student-athletes.

V. Issues Review – Issue # 2 and Issue # 3

Professor Rennner circulated drafts of Issue Review, Analysis, and Recommendations for Issue # 2 and Issue # 3. Each draft identifies how concerns were raised, the issues identified and information gaps, the information provided, assessment of the collected information, key findings, outcomes, and recommendations. For Issue # 3, it was recommended that the draft be revised to indicate that the faculty member involved was informed from the beginning about the Honor Court. The final versions will be included in the minutes when they are available.

VI. AAP and ASPSA

A chart was circulated that tried to demonstrate the different and overlapping roles of the Academic Advising Program (AAP) and the Academic Support Program for Student-Athletes (ASPSA). It was suggested that the chart's headings also identify the AAP personnel as "advisors" and the ASPSA personnel as "counselors." A copy of the chart is attached.

VII. Retreat Planning

Professor Renner will schedule a retreat for FAC for May/June and one in August before the beginning of the school year. FAC needs to consider the four resolutions sent to Faculty Council this spring and be ready to provide input at the first Faculty Council meeting this fall. Professor Renner also said that she underestimated the level of approval required for the time commitment survey she had hoped could be sent to student-athletes this spring but that she would keep at it next year.

The meeting adjourned at 5:40.

Minutes respectfully submitted by Lissa Broome

Attachments

- FAR Update on NCAA and ACC Issues
- Resolution of Appreciation for Dr. Beth Miller
- Education Through Athletics (Weight and Colloredo-Mansfeld)
- FAC Student Experience Summary of Key Issues and Recommendations
- AAP and ASPSA Partnership Chart

**Update to FAC from the Faculty Athletics Representative
May 5, 2015**

1. NCAA
 - a. Division I Strategic Summit August 4-5 (announced May 1)
 - i. Collegiate model, including student-athlete experience and use of resources within athletics
 - ii. How athletics assists students in areas of academic achievement and appropriate demands on time
 - iii. How athletics assists students in preparing for life after college, including professional athletics and Olympic participation
 - iv. How Division I should operate, including examining the role of the current subdivision structure and the role of conferences
2. ACC – May meeting
 - a. Freshman ineligibility
 - i. Discussed at April meeting resulting in a report to the Council of Presidents
 1. The data do not support an academic reason for forcing a student-athlete to be withheld from competition in their freshman year; and
 2. We should wait to evaluate the impact of the new NCAA initial-eligibility standards that become effective in 2016. These standards were set after years of data-driven discussion and establish a higher threshold than current standards for freshman competition eligibility.
 - b. NCAA Academic Misconduct proposed legislation
 - i. Defined as any act that violates institutional or NCAA academic policies and includes institutional academic misconduct and impermissible academic assistance
 - c. Intraconference transfer rule
 - i. Allow athletics aid in first year
 - ii. Retain loss of a year of eligibility
 - iii. Clarifies waiver standards
 - d. Committee on Autonomy
 - i. Former 5-5-5 Committee
 - ii. 18 voting members (1 from each school plus 3 SAs)
 - iii. Of 15 school reps, must be at least 3 Presidents/Chancellors, 3 ADs, 3 FARs, 3 SWAs
 - iv. 3-year term with the possibility of one reappointment (will stagger)
 - e. S-A Role in ACC Governance
 - i. 2 SAs from ACC SAAC added to these committees: Sportsmanship, Awards, Equity, Student-Athlete Welfare
 - ii. 3 Autonomy + Chair and Vice Chair of ACC SAAC attend October and May meetings, as well as December legislative meeting and April legislative teleconference
 - f. Meeting calendar recommendation

- i. No designated meeting time for FARs, ADs, and SWAs with CEOs
(unless CEOs attend NCAA convention and a joint meeting is conducted there)

Resolution of Appreciation for Dr. Beth Miller

WHEREAS, Dr. Beth Miller is retiring after forty years of service to the University of North Carolina at Chapel Hill.

WHEREAS, Beth began her career at UNC in 1974 teaching in the school's physical education department while also serving as assistant coach on the women's basketball and volleyball teams at a time when the women's sports program at UNC was housed in the school's physical education department.

WHEREAS, Beth became the head women's volleyball coach in 1975 and coached the team through 1983, earning four ACC titles, while also serving for a year as the softball coach.

WHEREAS, Beth participated in the dramatic implementation of Title IX at UNC when the Atlantic Coast Conference recognized women's athletics beginning in 1980, women's sports programs were transitioned to NCAA status in 1981-82, and Beth became the institution's first and (so far) only Senior Women's Administrator to the ACC and NCAA.

WHEREAS, under Beth's leadership Carolina now sponsors twenty-eight sports, adding women's lacrosse and rowing pursuant to a policy that she helped create for adding an intercollegiate varsity sport.

WHEREAS, Beth began her transition into athletic administration in 1979 when she added to her coaching duties serving as the business manager for the Department of Athletics, ultimately relinquishing those duties to become an assistant athletic director, then associate athletic director, and finally senior associate athletic director.

WHEREAS, Beth is in her 31st year of supervising Carolina's highly successful Olympic sports program, whose teams have earned thirty national championships under her watch.

WHEREAS, Beth was the recipient of the C. Knox Massey Distinguished Service Award in 2008, recognized by CollegeAD.com as one of the top ten women administrators in collegiate athletics earlier this year, and is a recipient of an honorary Rammy in recognition of her incredible career at Carolina.

NOW, THEREFORE, BE IT RESOLVED THAT: the Faculty Athletics Committee expresses its appreciation to Dr. Beth Miller for her forty years of service to Carolina; for her dedication to equal opportunity for all students to compete at the highest levels in athletics; and for her loyalty and dedication to the University of North Carolina at Chapel Hill.

Ratified unanimously by the Faculty Athletics Committee this fifth day of May, 2015.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Education through Athletics @ UNC

PRELIMINARY DRAFT OF PROPOSALS & CONDITIONS

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I. INTRODUCTION

We present this document in order to launch a discussion of proposals aimed at fortifying the academic careers of our varsity athletes. We set out a variety of options for students at different moments in their athletic careers and studies. While the proposals herein are athlete-centric, they are intended to enrich the academic experience for all students of the University of North Carolina at Chapel Hill. We do so in part by recognizing and formalizing unique opportunities for educational development that intensive collegiate athletics now offers. At the same time, these ideas seek to create connections that could break down the isolation that such specialized activity risks creating. These proposals are separate yet complementary to the host of academic processes already in motion at UNC-CH, and ongoing national reform discussions regarding seasonality in sport, regional conference play, etc.

OBJECTIVES

To provide academic pathways that empower athletes to be:

- Prepared and present, both in body and mind, to perform their best in the classroom.
- Prepared and present to perform their best in the game.
- Prepared to pursue a career path of interest upon graduation.
- Prepared to demonstrate personal leadership in their career and community.

The academic pathways described in this proposal:

- Support honors work and a chance for the pursuit of diverse majors,
- Recognize and support the educational value of participation in sport similar to other talents such as music,
- Seek to overcome the implicit ways that sports commitments isolate athletes from other students,
- Foster chances for undergraduates to set high academic standards for each other and make novel majors seem practical,
- Create crossroads of educational opportunities for all UNC-CH students,
- Provide experiential education opportunities and avenues to apply sport-related experiences to a variety of academic disciplines,
- Recognize the content and value of what varsity athletes are currently doing to prepare them for future success,
- Seek team-by-team accountability for the academic culture that their members experience.

The proposals do not add additional activities for varsity athletes, but instead enhance, retool, or replace current activities.

II. EXECUTIVE SUMMARY

The proposals rest on two premises:

- *First, the current deal that UNC faculty and coaches offer to students on varsity teams is unjust: train year round, compete across the eastern United States, contend for national championships, and complete a BA or BS in eight semesters. These demands barely allow well-prepared students to pursue a liberal arts education. For those without rigorous preparation, Carolina becomes a struggle to survive.*
- *Second, the high standards for and expert training of athletes sets up learning that is worthy of academic credit. Coaching and skills development are evidence based, systematic, and amenable to integration into coursework. Classes in collegiate rules, ethics, attention to others, and leadership skills have important benefits beyond sports. This experiential learning deserves consideration for academic credit.*

Four academic options are proposed in light of these circumstances:

- A. Onboarding Course in first semester. A 3-credit hour class focusing on launching a collegiate athletic career, meeting off-field responsibilities, and learning the academic options that a university education offers.
- B. Develop an elite performance or applied sport science minor. Modelled after Dramatic Arts and elements drawn from Music, create a 15-credit minor that interweaves the science and practice of elite performance.
- C. Athletics-Academic Hub or collection of courses that can facilitate the use of sport-related experiences in courses from diverse disciplines; recognize and support the educational value of participation in varsity sport; and create crossroads of educational opportunities for all UNC-CH students.
- D. Formalize the courses of the Carolina Leadership Academy by integrating faculty and academic departmental oversight into the curricula for optional academic credit.

The proposals are made subject to three conditions:

- A. Team by team evidence of academic breadth and achievement. Monitor selection of majors and pursuit of honors. Hold coaches accountable for academic culture of team.
- B. Integration of non-Athletes and Athletes across student support, residential and recreational spaces so that liberal arts education can be sustained through friendships and student-to-student emulation.
- C. A vetting of these “Education through Athletics” proposals in campus discussions among faculty, coaches and students. The problems, the proposals, their purposes, and the requisites for their success need to be engaged collectively if we are to arrive at a workable solution.

III. ACADEMIC PROPOSALS

(A) OFFER AN ONBOARDING FIRST YEAR SEQUENCE FOR INCOMING ATHLETES

that combines (1) a first semester, 3 credit hour, onboarding/personal leadership/career mentoring course and (2) a second semester curriculum that enables First Year students to use experiences from their athletic commitments as material to develop learning opportunities and assignments (see General Hub Courses).

OVERVIEW

A growing body of literature cites the tremendous benefits of onboarding, particular for student populations who are at-risk or under unique pressures. In that vein, summer-bridge or first-year seminar-type courses focusing on life skills are becoming common among universities. During the 2000-01 academic year, the NCAA first permitted athletic departments to distribute athletically-related financial aid to incoming student-athletes enrolling in summer programs prior to their initial year of eligibility (NCAA Bylaw 15.2.8.1.4). To qualify for this assistance, student-athletes must enroll in at least six credits of course work. In many cases, these same student-athletes also participate in a school or athletic department funded summer bridge program (SBP). College SBPs have been in existence for over a century (Kezar, 2000) and are designed to help disadvantaged or first-generation college-bound students become more prepared academically and socially for the rigors of college.

To date, NCAA student-athletes participating in SBPs do so in a variety of forms. At some universities, student-athletes in SBPs take for-credit courses available to any incoming student, typically in a core area such as math or English. Alternatively, SBPs at other institutions entail taking core subject courses available only to student-athletes. Still other schools offer life skills (e.g., study skills, time management, financial literacy) courses as part of the SBP, as either a for-credit elective or a program-required no credit course. Decisions regarding curricula and credit allocation differ across institutions.

Anecdotally, both athletic and university administrators have touted the benefits of such programs for student-athlete outcomes of academic preparedness, social maturity, and retention/graduation rates, and numerous researchers have examined the impact of SBP participation on a number of academic progress factors for a variety of college student populations (McGlynn, 2012; Murphy, Gaughan, Hume & Moore, 2010; Reisel, Jablonski, Hosseini & Munson, 2012).

While this proposal is not an admonition to offer remedial courses, what we want to emphasize is the reality that many institutions offer formal onboarding programs for their incoming students in order to facilitate an optimal transition. We currently provide ample onboarding support for our athletes, but we do this at the expense of their free/study time. On top of a full academic load and intense physical training, the list of mandatory rules education, leadership training, academic screenings, NCAA paperwork sessions, and seminars for incoming athletes is exhausting to view. With each new university and NCAA

regulation has come another drain on our athlete's time. What we are asking our athletes to fit into their already crammed schedules needs to be addressed. By offering an academic onboarding/leadership course that incorporates the rich educational experiences (eg. Carolina CREED, academic workshops, life skills seminars) they are having currently in their "off time" we will ease the overload of commitments in their first semester and facilitate the possibility for them to be present and successful in their initial exposure to the rich academic life of UNC-Chapel Hill.

It is recommended that each incoming athlete (~50 in the summer, ~250 in the fall) take athlete-sections of the following three 1-credit courses, or a 3-credit course combining elements of each.

- [EDUC 130: Navigating the Research University](#)
- [EDUC 131: Career Exploration](#)
- [EDUC 317: Dynamics of Effective Leadership: Leadership Through Self-Awareness](#)

COURSE PURPOSE:

This course focuses on both launching an athletic career within structure of national-level college competition and opening a pathway of college study that encourages breadth in general education coursework. Learning takes place through a combination of lectures, one-on-one counseling, and discussion classes. Approximately one-third of the requirements entail training sessions in the NCAA regulations, off-field expectations, and citizenship responsibilities that students take on when playing for Carolina. Another third is leadership training, how to set up good decisions and contribute to a supportive community while pursuing athletic excellence. The culminating third entails opening up college-level learning opportunities while being an athlete.

OUTCOMES:

This course will provide students with knowledge requisite for success at a research university. By participating in this course students will be able to:

1. Explore the value of a liberal arts education as well as survey educational theories of academic motivation, resiliency, and self-advocacy.
2. Examine the roles of research, diversity, and engagement in a community of scholars through critical thinking, thoughtful analysis, and writing.
3. Take stock of high school preparation, participate in academic orientation/counseling; connect with counselor in order to optimize first semester class choices and lay out options for second semester.
4. Know the key NCAA regulations that guide athletes' off-field activities, the purpose of those regulations, and the Carolina Staff that help with compliance.
5. Learn both general student and specific athlete responsibilities for sustaining honorable and inclusive college campus community (honor court, alcohol, title IX, social media).
6. Understand team-specific expectations for practice, study, service and comradery/mutual support.
7. Gain models of leadership that combine self-discipline, service to others, tradition and curiosity.

This course will include the tremendous material currently offered to the general student body, and will include the following athlete-specific elements they are currently fulfilling on their own time:

- Academic Screening (ASPSA)
- SCORES Academic Workshops (ASPSA)
- Alcohol/Substance abuse education (SA Development)
- Alcohol.edu
- Policy & Procedures – Drug testing, Title IX, Sexual Assault (Compliance)
- Carolina CREED
 - C – I will know and embrace the tradition and CULTURE of this great University and its athletics department
 - R – I will RESPECT myself and others
 - E – I will pursue EXCELLENCE in my academic work by striving to reach my academic potential while preparing for a career of significance
 - E – I will EXCEL athletically by committing myself to performance excellence, team success and continual improvement
 - D – I will develop the capacity to effectively lead myself and others
- Rules Education (Compliance)
- Honor Court (Dean of Students)
- University Academic Advisor Meetings (ASPSA)
- Social Media Training / Education (Compliance)
- Life Skills Seminar (SA Development)

(B) DEVELOP AN ELITE PERFORMANCE OR APPLIED SPORT SCIENCE MINOR**OVERVIEW**

Modelled after Dramatic Arts, and course elements drawn from Music, create a 15-credit academic minor that infuses the science and practice of elite performance. As Music allows academic credits in the course of skills practice, so to would this minor allow up to 6 credits to be earned for scheduled athletic skills training.

REQUIRED COURSE

- EXSS 1XX – Applied Anatomy / Physiology

OPTIONAL COURSES (12 ADDITIONAL CREDITS)

- EXSS 181 – Sport Psychology
- EXSS 188 – Emergency care of injuries and illness
- EXSS 207 – Coaching Principles
- EXSS 276 – Human Physiology
- EXSS 360 – Sport Nutrition
- EXSS 376 – Physiological Basis of Human Performance
- EXSS 380 – Neuromuscular control and learning
- EXSS 385 – Biomechanics of Sport
- EXSS 408X – Theory and Application of Strength Training and Conditioning for Athletes
- EXSS 410L – Exercise Testing
- EXSS 412 – Exercise Prescription
- EXSS 478 – Performance Enhancement for Health Professionals
- With up to 6 credits earned in the course of scheduled athletic practices or other physical training:
 - EXSS 2XX – Skill Development 1 cr / semester up to 8. For non-athletes, perhaps club/rec sport participation could count with an instructor/coach of record. (see music major “individual lessons” or “ensemble”) requirements – 22 credits toward their degree - reference Appendix A)
 - EXSS 205 – Analysis of Sport Skill I – track & field, softball, basketball
 - EXSS 206 – Analysis of Sport Skill II – soccer, tennis, volleyball

(C) DEVELOP AN ATHLETICS-ACADEMIC “HUB” or collection of interdisciplinary courses related to athletics—an innovative academic program that is the crazy love child of Music and Entrepreneurship. The program would facilitate avenues to apply sport-related experiences to a variety of disciplines and create crossroads of educational opportunities for all UNC-CH students.

OVERVIEW

The Hub is designed to provide a campus-wide organizational umbrella under which students can find courses that allow the application of sport-related experiences to a myriad of disciplines. These courses DO NOT need to have a sport focus, but rather provide an opportunity to apply sport efforts/experiences. In order to draw a greater number of opportunities and uncover courses that may be a good fit, a grant program may be initiated to encourage faculty to think creatively about the projects/content in their courses in order to facilitate meaningful applied experiences. Ideally, many of these courses could cover GE or elective courses and will facilitate a rich educational experience for students who bring different applications and paradigms to course discussions.

POSSIBLE COURSES

- *ANTH 064 – Deep Economies**
- *ECON 325 – Introduction to Entrepreneurship*
- *ECON 485 – Economics of Sport*
- *EXSS 50 – Discrimination and Sport*
- *EXSS 224 – Sports Sales and Revenue Production Seminar*
- *EXSS 273 – Research in Exercise & Sport Science*
- *EXSS 322 – Fundamentals of Sport Marketing*
- *EXSS 323 – Sport Facility and Event Management*
- *EXSS 328 – Sport Business Ventures (Econ Minor Course)*
- *FYS 55 – Economics of Sport*
- *GEOG 399 – Geography of Stadiums*
- *GLBL 486 – Sports and Globalization*
- *HIST 120 – Sport and American History*
- *HIST 127/128 – US History (to 1865/since 1865) (?) – ACC travel component (*
- *JOMC 221 – Audio-Video Information Gathering*
- *JOMC 422 Producing Television*
- *JOMC 455 – Sports Writing*
- *PHIL 266 – Ethics of Sport*
- *RECR 430 – Leadership and Group Dynamics*
- Summer study-abroad or independent study opportunities – possibilities for a faculty member to accompany a team on a summer training trip and incorporate location-centric education into the experience (History, Art, Humanities, Literature...)

*It would be ideal to create a list of courses like this one that are not “sport-related” in nature. The difficulty is uncovering courses that may be a good fit. The other courses have obvious ties, but ideally, the sport connections will be less obvious.

(D) FORMALIZE THE EDUCATIONAL VALUE OF THE CAROLINA LEADERSHIP

ACADEMY by integrating faculty and academic departmental oversight into the processes and formalizing curricula for optional academic credit.

OVERVIEW

The research of sport sociologists has shown that the proliferation of adult-run youth sport organizations has undermined youth athletes' leadership abilities. In short, they circumvent the athletes' opportunities to lead given that adults serve as the league commissioners, team managers, scorekeepers, and officials. In comparison with the sandlot leagues of the past, kids served in these roles – determining the rules, arbitrating the rules, selecting teams, sorting out line-ups, allocating playing time, etc... thus developing and flexing leadership muscle. Presently, with fewer opportunities to lead, there are fewer leaders. The Richard A. Baddour Carolina Leadership Academy (bCLA) program addresses this issue with a four-year progression of leadership training.

The Carolina Leadership Academy and the Leadership Program in the Kenan-Flagler Business School are exploring opportunities that facilitate the integration of theory and practice of leadership in the classroom, on the field, and in life. Current discussions involve the creation of unique sections of the BUSI 526 *Leadership in Action* course for Student Athlete Advisory Committee (SAAC) leaders. There are about 55-60 of these students, which would be a manageable number spread out over two semesters. Previous sections of this course have been designated for campus Greek system leaders. Recommended next steps would include the development of course credit for the Leadership Academy in partnership with Business, Ethics, Education, or Exercise and Sport Science, and possibly a leadership minor open to all UNC students. A brief outline of the current curricula within each leadership academy sequence along with the proposed credit-allotment is below.

CAROLINA CREED

1 credit in the summer or fall for incoming freshman within the onboarding course (n=300)

The focus of Carolina CREED is personal leadership. Its curriculum is based upon the core values of what it means to be a UNC student-athlete (See CREED Statement on page 12). The lessons plans incorporate Tim Elmore's (Growing Leaders) research on millennials as well as his book *Habitudes*. His research identifies millennials as EPIC learners (Experiential, Participatory, Image-Rich, Connected). *Habitudes* leverages visual literacy with its images which inform leadership habits and attitudes.

RISING STARS

1 credit in the fall and spring of athlete's sophomore year (n=125)

The focus of Rising Stars is leadership by example. The curriculum is a combination of sports psychology and business best practices. Workshops consist of equal parts instruction, small-group discussion, experiential activities, and collaborative learning. Throughout the

fall, participants have Enrichment Opportunities which provide the chance to flex newly developed leadership muscle and outline concrete ways where their Veteran Leaders can mentor them. In the spring, participants draft a Reflection Paper (10 questions, 5 pages) about what they learned, how they might put the lessons into effect in upcoming seasons, and how they might put their knowledge into effect beyond athletics and upon graduation.

LEADERSHIP LAB

2 credits in the fall and 1 credit in the spring of athlete's junior year (n=25)

The focus of Leadership Lab is continued leadership preparation. This program closely adheres to the 70/20/10 Model of Leadership Development (Center for Creative Leadership). The instruction component (10%) is sourced from the 360-degree feedback, namely the trends for the greatest challenges leaders face. The mentorship component (20%) is provided by Veteran Leaders and Leadership Liaisons via the Marine Corps Leadership Initiatives Challenge and department staff mentors via the Leadership Project. The application component (70%) comes in the form of the Leadership Project. The project is designed to address an authentic need expressed at the team, department, campus, community, or global level. Participants must quantify and qualify the need, scope, impact, and deliverable of the project in their Project Proposal. The Project Presentation entails the Experiential Learning Model as a means for reflection.

VETERAN LEADERS

1 credit in the fall and spring of athlete's senior year (n=75)

The focus of Veteran Leaders is vocal leadership. The key program elements to this program are Onboarding, 360-degree feedback, and Successor Letters. Onboarding is a business best practice and Veteran Leaders onboard student-athletes into their new leadership roles. Feedback is the chance to reconcile self-perception with the perception of others – self-awareness being the key indicator of leadership effectiveness. Successor Letters afford participants a moment to reflect on “if they knew then what they know now” – which might expedite the learning curve of their successors. This program is the end game of the leadership pipeline (succession planning): when a coach says, “You’re a senior. You’re a captain. You’re a leader. Now lead!” The student-athlete are prepared to respond. They have the desire, the skill sets, the resources, the support, and the language with which to do so.

IV. CONDITIONS FOR PROPOSAL ADOPTION

(A) EMBRACE METRICS OF ACADEMIC RICHNESS

The liberal arts training offered to UNC undergraduates introduces students to diverse fields and sets up the possibility of seventy different majors for any student enrolled at Carolina. One measure that a subgroup of students at Carolina enjoys the same academic opportunities as others is the breadth of their majors, and whether it is in line with the wider set of undergraduates. While interests and career aspirations may skew choices and elevate particular majors over others, diversity of studies is still the hallmark of academic richness on a university campus. Currently, the differences in majors between students on teams and the general undergraduate population are worrying (see appendix V.C).

Along these same lines, disciplinary training affords not only a chance for students to become competent within a specialization. It is also a path to achievement and discovery. Ultimately, honors work, and not simply high GPAs, is the measure of this depth. The pursuit of honors entails going beyond the expectations imposed by others and charting new ground for work. An honors student also moves from a prescribed student role to becoming a member of an intellectual community. The close working relationship with a faculty member is the most tangible sign of this connection.

Reform of academic opportunities for students on varsity teams starts with attending to the diversity of majors and numbers of honors students. The metric would track majors in the aggregate and by team. The general distribution of majors for undergraduates at UNC would be the benchmark for academic breadth. Similarly, the measure of meaningful honors work would be the extent of honors being done by honors-eligible students on teams in comparison with their peers in the undergraduate population.

Overall, the athletes would not have to statistically mirror other students. Rather, when it comes to majors, the metric would allow team by team assessment of (a) a mix from across principle subject divisions within the college; and (b) variability through time that indicates the possibilities for innovation and the pursuit of new interests. By attending to the record of majors and honors work by team, faculty and advisors are in a position to identify whether team cultures or peer influences are potentially limiting academic horizons.

(B) INTEGRATE ATHLETE AND NON-ATHLETE SPACES & SERVICES across student support, residential and recreational spaces so that connections created in classes have a chance of strengthening outside of them and thus athletes and other students can each learn from each other. There is a current perception that UNC-CH athletes live in the football or Loudermilk Center “bubbles” where they are isolated from services, opportunities, and interactions with many of the other common campus spaces. Research documents the tremendous influence peer circles have on major selection, extracurricular involvement, and overall campus experiences. If we are to foster a true liberal arts experience, we should strive to facilitate as diverse an experience for all students as possible by integrating services and spaces to promote organic relationship development.

Approaches might include:

- Examining dorm assignments
- Encouraging non-athletes to avail themselves of the Academic Advising Program hours in Loudermilk.
- Encouraging athletes to become involved and utilize services throughout campus including:
 - Academic success program for students with LD and ADHD
 - Accessibility resources & service
 - Center for student success and academic counseling
 - Diversity and multicultural affairs
 - Honor system
 - Housing and residential education
 - ITS student computing lab, repair center
 - LGBTQ center
 - New student and Carolina parent programs program
 - Program-specific clubs / student groups
 - Recreational sports
 - Student life organizations <https://studentlife.unc.edu/Organizations>
 - The learning center
 - The writing center

(C) VET THE “EDUCATION THROUGH ATHLETICS” PROPOSALS

We present this document in order to launch a discussion of proposals amongst faculty, coaches and students. The problems, the proposals, their purposes, and the requisites for their success need to be engaged collectively if we are to arrive at a workable solution. We propose:

- Dissemination of the proposal in conjunction with the launch of the working group website to the entire campus community, with an invitation to join in the conversation within an announced colloquium.
- A 1-day open-access community colloquium to discuss the proposals and conditions with the purpose of vetting and fine-tuning the proposals for operationalization.
 - The symposium would make available data that details the typical time commitments of students on varsity teams.
 - One session would allow people to talk through the academic sufficiency of these proposals. It would be useful to anchor this discussion in a set of comparables: how UNC already offers targeted, undergraduate leadership courses; the way skill training in arts and music fits those curriculums; and how other universities credit onboarding courses.
 - A separate session would address a central worry: the proposals would inevitably lead to a tracking of athletes into a narrower set of academic choices. With data on what students on teams have historically studied, participants would talk through metrics, oversight, and consequences should a team show a decline in academic achievement.
 - The symposium could be cosponsored by several academic departments e.g Exercise Science and Anthropology. The Provost’s Working Group could define for itself what involvement would be most appropriate given the Working Group’s mission: a sponsor of the symposium, a participant with the objective of constituting a productive follow-up effort, or a neutral observer.

V. POSSIBLE CONTENTIONS

Is this an attempt to keep athletes eligible now that the “paper classes” are gone?

Each of the Hub courses are traditional syllabus-guided classes. The elite performance minor is modeled on the mix of coursework, experiential learning, and skill development that currently exists in music and drama instruction. Carolina’s onboarding class integrates structured, time-consuming off-field training sessions and with faculty guided work. The accommodation to students on varsity teams lies in using athletic experience as potential material for courses, not easy classes. The courses entail standard workloads, high visibility, and oversight

By facilitating opportunities that target athletes, we will be further isolating them from the rest of their peers rather than integrating them into shared academic programs.

Every course is open to athletes and non-athletes, designed to bridge theory and practice. Part of the curricula does build upon the specific experiences that students are already passionately engaged in as members of varsity teams. Other parts reach to subject areas that have few students who play on teams. Because many of the Hub and minor courses are general education requirements, and because of the flexibility in the UNCCH curriculum, first year students, sophomores, juniors and seniors from across the college can enroll in these classes

These academic programs are going to be unintentionally forced upon the athletes by coaches who would seize upon the accommodation they offer athletic schedules.

Neither the elite performance minor nor the leadership classes meet the criteria of a major. They are neither “football studies” nor a “basketball major.” All students on varsity athlete teams must still select from current majors. Further, the faculty will offer new publically accountable team-by-team oversight of the students’ major selections and evaluate teams who are unable to show signs of significant academic opportunity, as measured by trends in general student major selections and historic major choices for a team.

The current clustering of majors likely reflects the academic interests and career aspirations of students on Carolina teams. Why pressure them towards studies that do not interest them?

This plan does not entail forcing athletes to study something they are not interested in. Research demonstrates, though, that some athletes feel pressured to major in areas that are common among their peers. This pressure documented at the national level has been levied by academic counselors, coaches, and/or teammates. In many cases, majors are chosen because of perceived insurmountable time-conflicts. At Carolina, the UNC-CH Faculty Athletics Committee has been working to identify conflicts and facilitate communication between athletics and all majors to alleviate barriers. It is likely (and understandable) that many athletes will gravitate toward degrees that complement their lifetime passions related to sport. This is not to be discouraged, but rather barriers to wider academic pathways will be removed. The metric that accompanies these curricular

proposals is meant to encourage coaches and athletics administrators to support students who become interested in a new study area or whose talents and interests inspire them to pursue honors. A crucial part of restoring academic breadth is to rebuild regular student connections. Students learn from other students to be adventurous with their studies. Integration of athletes across student support, dorms, and recreational spaces will broaden friendships and role models and make an ambitious study plan imaginable.

Some of the isolation experienced by athletes is an unintended but understandable consequence of concentrating support in the Loudermilk center. Wouldn't dispersing these services across campus only add to the athletes' burdens?

Integration across student support, residential and recreational spaces will provide greater opportunity for athletes and non-athletes. Current services will not be taken away from current spaces, but rather they will be expanded to provide services for athletes and non-athletes across campus. There are currently "Steele Building" advisors that work in the Loudermilk Center, and vice versa. Integration of services will facilitate crossroads of shared experiences for all UNC-CH students that will enrich the campus environment.

Why are we devoting academic resources to the development of athletics-related courses?

The majority of courses is already being offered and requires no additional financial investments. Components of the onboarding course and subsequent leadership classes have had part of their instruction funded through athletic department revenue and alumni donations and it is reasonable to expect continued support from those sources. Ongoing course development can be accommodated within the normal budgets of course design and innovation.

We are here to educate students, not to win championships.

We are absolutely here to educate students, and one of the avenues that education occurs on campus is through participation in intercollegiate athletics. We urge faculty and others to question their traditional biases that athletics is "non-academic." With the wide research on the educational benefits of participation in intercollegiate athletics and with the UNC-CH curriculum committed to experiential education, it is logical we raise the formal educational value college-level sports. The practices and performances that athletes engage in are often cited as a distraction from their academic purposes, yet the university grants college credit to student-actors and student-musicians engaged in the necessary practices and performances to hone their craft. How might our recent history at Carolina have been different if we had reconciled the rigorous demands of athletics, evidence of the learning it affords, and means that let such learning contribute to degree requirements? To be clear, we are not advocating for a major in athletics. But the inconsistency in the way experiential learning is credited on this and other campuses is worth questioning.

VI. APPENDICES

(A) A PHILOSOPHICAL FOUNDATION FOR THE PROPOSAL

PUTTING AN END TO ATHLETIC-ACADEMIC SCANDALS BY INTEGRATING ATHLETICS AND THE ACADEMY

(To be released in the Chronicle of Higher Education March, 2015)

-Erienne A. Weight

Last week, the latest report of academic improprieties related to athletics was released by the NCAA at Syracuse. This comes on the heels of lawsuits announced, settled, and ongoing at a number of peer institutions and a backdrop of national unrest. As we stand at a precipice of mounting legal, financial, moral, and media pressure, we must use this pivotal moment in history to reflect upon the role that intercollegiate athletics plays within the academy and society and act to restore meaningful educational opportunities for our athletes.

A central line of discussion in each athletics-related scandal we have exposed over the last century is the underlying contention that athletics is “other,” “extracurricular;” or even a “detractor” from the educational mission of the academy. Though housed within the university, remnants of the pre-Civil War academic view that team sports are “low and unbecoming of gentlemen and scholars” remain in our university undertones and organizational structures. Coaches are generally not viewed as “faculty.” The expertise they hold and impart in their unique and powerful laboratory of learning is not viewed as academic, and varsity athletes (unlike dancers, musicians or thespians that in many ways have similar educational structures) rarely receive academic credit for studying and perfecting their art, for athletics is not viewed as art, nor is it perceived as science.

The educational value of athletics participation has been cited in scholarly and popular literature. Human resource professionals in many industries seek out former collegiate athletes. There are specific businesses such as Career Athletes and Game Theory Group formed to facilitate connection between former collegiate athletes and employers who seek to hire them, as many companies value the traits collegiate athletes embody including competitiveness, ability to handle pressure, strong work ethic, team-mentality, coachability and confidence. In a University Learning Outcomes Assessment (UniLOA) designed to measure growth in seven areas said to be indicative of future success, athletes performed at a higher level in almost every area than non-athletes. Researchers Will Barratt & Mark Frederick were surprised by this finding from their four-year study involving over 250,000 students. Barratt said, “I’m the faculty member who used to say athletics is a waste of time and it’s stupid....Once I looked at this data, I realized I was wrong. I still don’t go to games, but I do understand the educational value behind athletics.” Similarly, Frederick echoed, “we’re rather convinced that student-athletes are far more ready to face the world than non-athletes.”

Despite the clear, quantifiable educational value inherent in sport as a stand-alone academic endeavor, it is probably too far a leap to expect this legitimacy to be accepted prior to building understanding. The idea of [“majoring in sport”](#) is currently considered preposterous by many, synonymous with [majoring in eligibility](#), and viewed as a mechanism to help underprepared athletes remain eligible. A logical path to avoid this pitfall and bridge the divide between athletics and the academy is to facilitate traditional educational opportunities that build upon the once-in-a-lifetime experiences that can come through participation in sport. Perhaps this is the first step to overcoming biases of the past and moving forward together, united, each valuing the tremendous assets the other brings toward enriching our society.

If an athlete chooses to enroll in an applied exercise conditioning class that complements their training, for example, they can learn about the science underlying their experiences. Athletes who take the course can learn about the rationale for training methodologies, the physiology of muscle soreness, the metabolic systems that fuel different types of physiological demands, etc. This class could be taught by a current exercise physiology faculty member, or a strength coach could be hired, evaluated and valued as a faculty member. In either case, a clear curriculum with educational measures of learning would guide the academic course. This slight enhancement to the current education athletes receive as they learn by doing could greatly enhance their educational experience. Courses such as exercise physiology exist “across campus,”

and athletes can choose to pursue related majors, but pairing the educational experiences they are having with related curriculum is a tremendous missed opportunity. It is also a missed opportunity to facilitate collaboration, understanding, and integration between academic units, campus recreation (perhaps recreational or club sport participants could also register for the courses), and the athletics educators.

The example of strength and conditioning is just one example in a host of opportunities for education drawing on the rich experiences athletics involvement can bring. Similar pairings could be made with elements of the science of elite performance (e.g. sport psychology, nutrition, athletic training, and biomechanics), the business of sport: (e.g. event operations, licensing, journalism, marketing, economics, or finance), leadership, philosophy, sociology, history, or literature. A cross-disciplinary minor for those with interest might involve faculty from disciplines throughout the university.

Taken a step further, we could build upon the unique travel experiences our varsity athletes embark upon. Perhaps a US History course taught by a distinguished history professor could have a special section for those able to travel. Part of the course could include site visits that could be facilitated when teams travel. The athletes fortunate to have this opportunity might see more than the court, airport, and hotel on their trips, and time away from campus becomes time filled with rich educational experiences.

There are a few examples of athletics integration throughout the university that already exist. Under the direction of visionary athletics director Sandy Hatfield, in partnership with the faculty, provost, and [Institute for Excellence and Ethics](#), Drake University has embraced sport as a [platform for experiential leadership training](#). Leadership experts from across campus have come together to develop an impactful curriculum with an experiential education requirement. One such opportunity was undertaken by the football team in 2011 which included playing in the Global Kilimanjaro Bowl, building classrooms and orphanages with their on-field competitors from Mexico, climbing Mount Kilimanjaro, and completing an academic course taught by a member of the faculty entitled “leading with emotional intelligence.” Approximately 1/3 of NCAA Division I institutions offer some type of academic credit for participation in intercollegiate athletics (most often 1-2 credits to fulfill a physical education requirement), and another 1/3 offer courses designed specifically for athletes (most often freshman-gear life skills courses).

Other institutions offer leadership training, seminars, or supplemental education without extensive “across-campus” collaboration or academic credit for the athlete participants. The Richard A. Baddour Carolina Leadership Academy at UNC-Chapel Hill is one such program and has been recognized as the premier leadership development program in collegiate athletics. Established in 2004, the academy facilitates a four-year progression of leadership development through interactive workshops, peer mentorship, assignments, and 360 degree feedback. After the UNC faculty did not support facilitating credit for the Leadership Academy courses, leaders in athletics determined to make the programming so impactful, the athletes would make time for it in their already over-crowded schedules. Historically, there has been limited involvement by the athletes and coaches in the “revenue generating” sports who generally have the most limited time for extracurricular programming beyond their sport.

As we grapple with the sobering realities that have undermined institutions associated with athletics scandals, it is an appropriate time for us all to take a moment to examine our own perceptions. Rather than throwing stones at the easy athletics-target as another scandal is uncovered, let’s first take a look at ourselves and our biases about what fields are worthy of academic study. How different might many of our previous athletics-academic scandals have been had we valued athletics as we do the arts? How might a structure to facilitate the academic study of athletics have impacted our history?

Perhaps when we embrace athletics as a true part of the academy and facilitate an academic culture and organizational structure that values education through athletics, we can foster the collaboration and transparency that has never fully existed between athletics and the academy. When we can assist our students in the pursuit of their passion through legitimate academic structures, as we do in every other discipline, the shame in college sport will subside. By embracing the art and science of athletics, we may have no more athletic-academic scandals...because athletics and academics will be one in the same. Let’s take a first step by bridging the divide.

(B) INFORMATION FROM BACHELOR OF MUSIC

Majoring in Music: Bachelor of Music

Core Requirements

- Foundations (three hours): MUSC 120
- Music history (six hours): MUSC 254, 255
- Music theory (nine hours): MUSC 131, 132 (a grade of C or better is required), and 232
- Capstone seminar (three hours): one of MUSC 233, 234, 331, 332, 333, 338, 355, 363
- Musicianship (three hours): MUSC 130, 133, and 230
- Individual Lessons (14 hours): 14 credit hours from MUSC 200–207 taken over seven semesters.
- Ensemble performance (eight hours): at least five from MUSC 211, the remainder from 211 or 212.
- Keyboard skills (two hours) chosen from MUSC 100, 110, 136, 200 (with the approval of the director of undergraduate studies), 236

Additional Requirements

- Global music requirement (one to three hours): Within the required courses, ensembles, or electives, students must take at least one hour through ensembles or courses that engage primarily with repertoires or concepts outside the tradition of Western art music, chosen from MUSC 146, 147, 148, 212.008, 212.009, 212.012, 234, 240, 245, 258, 355 (with approval, based on topic), or any other appropriate departmental course or ensemble approved by the director of undergraduate studies.
- Music electives (15 hours). No more than six additional hours of ensembles beyond the B.Mus. requirement (eight hours) may count for music or general elective credit.

Students pursuing the B.Mus. must complete at least 63 hours in music, which is combined with an additional 57 hours for a total of 120 hours. Students may receive no more than 66 credit hours in music and must complete a minimum of 54 hours of coursework outside music, including all General Education requirements.

Applied Music Lessons

Individual instruction for academic credit (private lessons) in keyboard, woodwind, brass, percussion, string instruments, and voice is available to all University students regardless of major. As individual lessons represent a course taken for college credit, however, students taking private lessons are generally experienced performers on their instrument or voice. For all lesson instructors, music majors are given priority, but music minors and non-majors are also welcome subject to the limits of available faculty time.

Less experienced students may consider the Department's group lessons in guitar, piano, and voice (also for course credit). *(Please note, however, that we do not normally offer applied lessons to beginners on a given instrument, and that lessons require an ability to read musical notation fluently.)*

Registration for all applied lessons is by permission of instructor (or audition). Instructor contacts and registration procedures are outlined below.

Types of Lessons

The Department offers four types of applied lessons: individual lessons at the 1XX level (0.5 or 1.0 credit hours), 2XX level (2.0 credit hours), and 3XX level (3.0 credit hours); and group lessons (1.0 credit hour) at the 1XX level. (Full details are available in the [Undergraduate Bulletin](#).) Individual lessons instructors will assign students to the appropriate level of lessons based on their degree program and musical proficiency.

Music Department Ensembles

The links to the ensembles pages below demonstrate the breadth of the ensembles that are available to all students at UNC Chapel Hill, regardless of their degree program or major. Students should check the information for each ensemble posted below or with the Ensemble Director for more information concerning requirements and procedures for auditions.

Student Performance Ensembles

- [Bands](#)
- [Charanga Carolina](#)
- [Choral Ensembles](#)
 - [Carolina Choir](#)
 - [Men's Glee Club](#)
 - [UNC Chamber Singers](#)
 - [Women's Glee Club](#)
- [Early Music Ensembles](#)
- [Gamelan Nyai Saraswati](#)
- [Global Rhythms Ensemble](#)
- [Guitar Ensemble](#)
- [Jazz Ensembles](#)
- [UNC Opera](#)
- [Classical Percussion Ensemble](#)
- [UNC Symphony Orchestra](#)
- [University Chamber Players](#)

(C) COMPARISON OF MAJORS

Comparison of Varsity Athletes' majors with most popular majors

Most Popular Majors at UNC-CH			Majors of Student-Athletes with Junior or Senior Status		
Biology	2101	18%	Communication, journalism, & related programs	48	26%
Economics and Political Science	1956	17%	parks, recreation, leisure & fitness	45	25%
Journalism and Mass Communication and Communication Studies	1769	15%	Business, management, marketing & related support services	26	14%
Exercise and Sport Science	1046	9%	Social sciences	19	10%
Psychology	945	8%	Undecided	16	9%
Chemistry	732	6%	Area, ethnic, cultural, gender & Group Studies	7	4%
Global Studies	729	6%	History	7	4%
Business Administration	660	6%	Biological & biomedical Sciences	3	2%
History	583	5%	Computer and information sciences	2	1%
English	581	5%	Education	2	1%
Nursing	539	5%	English language & literatures/letters	2	1%
			Psychology	2	1%
			Foreign Languages, literature, and linguistics	1	1%
			Multi/interdisciplinary studies	1	1%
			Public Administration & social service professions	1	1%
			Visual and performing arts	1	1%

Source: Applying Fact Sheet, Office of Undergraduate Admissions, UNC-CH

Source: UNC-CH Intercollegiate Athletics Report, 2014

FAC – Student Experience Summary of Key Issues and Recommendations – 5-1-15

#	Issues	Recommendations	Comment
1	Scheduling conflicts for set academic events such as final exams	Minimize scheduling of athletic events – especially practice – during finals or mid terms	Coordinate with Provost Athletic Working Group Policy proposals
2	Insufficient and inconsistent reporting of classes missed	Improve tracking and reporting of classes missed – include home and away competitions ; consider student reporting for full disclosure	Coordinate with Provost Athletic Working Group Policy proposals
3	Time requirements on student athletes	Continue analysis of all time requirements of student athletes and consider necessary recommendations (seek compromise from both coaches and faculty – e.g. move more sporting events to weekends and/or move more classes to weekends);	Coordinate with Provost Athletic Working Group Policy proposals; Note that some student athletes report that they would fill any free time with self-imposed time for athletics
4	Travel letter issues between faculty and student athletes	Revisit the travel letter process to make it less intrusive to the faculty-student relationship	Consider pros/cons changing the timing (not required in the first class?), method (such as electronic to avoid paper filing), 3rd party processing (although student should still discuss with faculty over time)
5	Advising improving but some issues remain	Continue efforts toward continuity of advisors ; Launch formal student evaluation process for all academic counselors and advisors	Coordinate with the ASPSA (Academic Support Program for Student Athletes)
6	Faculty policies related to excused absences for athletic events (make up procedures, dropped assignments, reallocation of points, etc.)	Provide guidance to allow for make-up assignments rather than point accrual/dropped assignment	Coordinate with educational policy changes for all students (Educational Policy Committee)
7	Difficult for student athletes to adequately prepare for careers and participate in curricular (study abroad) and extracurricular (internships) experiences during their years of competition	Launch a special initiative for the “Carolina Advantage” that would provide an additional year of study after athletic eligibility (with scholarship) for students to pursue internships, study abroad, complete majors that may have otherwise unavailable, and prepare for their careers	Coordinate with Athletic Department and Educational Foundation as this will require an increase in resources

A Partnership in Supporting Student-Athletes

	Functions	Role of the Academic Advising Program (AAP)*	Role of the Academic Support Program (ASPSA)*
Sharing Knowledge	Cross-Training of AAP/ASPSA Staff	Primary	Primary
	Academic Policies & Procedures	Primary	Support
	University Eligibility Requirements	Primary	Support
	Knowledge of Undergraduate Curriculum	Primary	Support
	NCAA Eligibility Standards	Support	Primary
Guiding Students	Academic Planning	Primary	Support
	Degree Progress (Senior reviews, Tar Heel Tracker oversight)	Primary	Support
	Major/Minor Exploration	Primary	Support
	Academic Transactional Services (Change of Major, Drop/Add, Exam Excuses, etc.)	Primary	Support
	New Student Orientation**	Support	Support
Supporting Students	Campus Resources and Referrals	Primary	Primary
	Academic Feedback from Faculty	Primary (early warnings)	Primary (progress reports)
	ASPSA Support Services (Tutoring, Learning Specialist, etc.)	Support	Primary
	My Academic Plan (MAP)	Support	Primary
	Academic Awards/Scholarships	Support	Primary
	Career Planning***	Support	Support

*Primary Role holds accountability in assuring that the function is accomplished; Support Role reinforces the function and refers to the primary role

**New Student Orientation is organized by New Student and Carolina Parent Programs; AAP and ASPSA serve primary roles when working with student-athletes during summer and winter orientation - nscpp.unc.edu

***The primary Career Planning function role is University Career Services (UCS) – careers.unc.edu