

IDEAs in Action: A General Education Curriculum Proposal

Draft for Campus Discussion
December 4, 2017

Undergraduate Education at Carolina: Goals of the Curriculum

Among the highest duties of the University of North Carolina at Chapel Hill is to educate the brightest young minds from North Carolina and beyond, providing access to the world of ideas, discovery, innovation, and inquiry to future leaders, citizens, employers, and entrepreneurs. The goal of preparing students to be productive, engaged, and learned citizens is built into the institutional DNA of the University. To extend this mission into the 21st century, The College of Arts and Sciences seeks to prepare its students to Think, Communicate, Collaborate, and Create in the pursuit of meaningful and productive lives.

Carolina prepares graduates who are poised for productive, dynamic careers; who are responsible citizens and community members engaged with considering and promoting the common good and social justice; and who are lifelong learners, approaching the world with curiosity and open minds. The General Education Curriculum aims at more than the accumulation of knowledge or the sharpening of skills, though broad knowledge and meaningful skills are crucial parts of any university education. We also aim to instill in our students the tendency and ability to bring creativity and careful, reflective, evidence-based inquiry to the problems and issues they encounter as they serve the public as productive employees, entrepreneurs, outstanding citizens, and leaders in a rapidly changing world. This approach is called IDEAs in Action; students will learn to Identify, Discover, Evaluate, and Act (IDEA) through sophisticated study and to use these capacities to approach problems and questions in many facets of adult life.

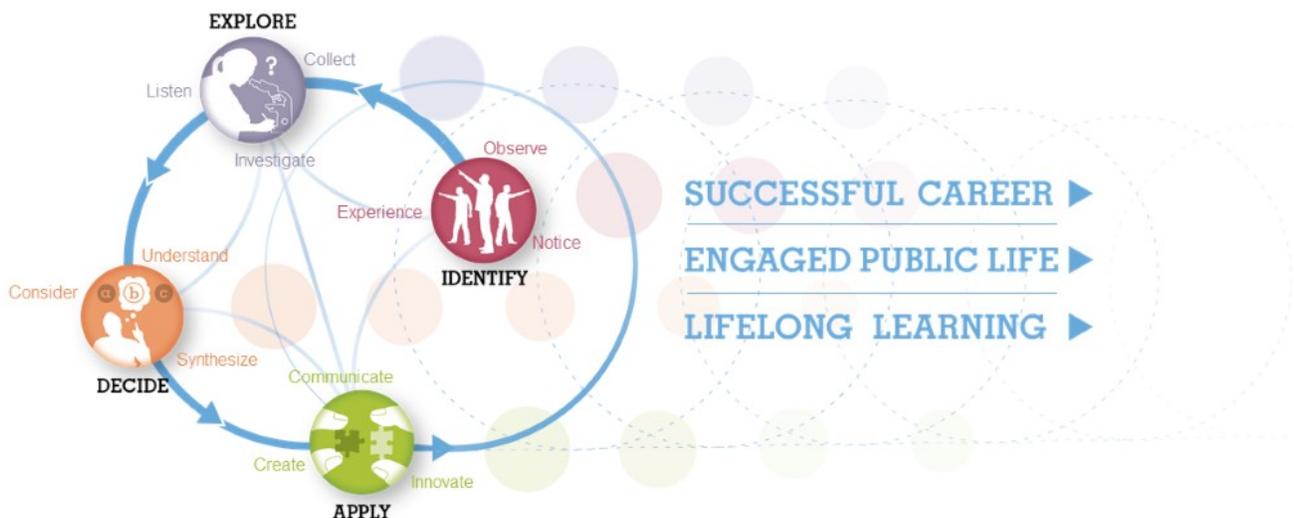


Fig. 1: Students should be able to identify, explore, decide, and apply ideas and information to challenges arising in work, entrepreneurship, civic life, and private life.

The undergraduate curriculum embodies the intellectual aspirations UNC has for its alumni. The UNC graduate should be able to think critically, conceptualize and define problems, work collaboratively,

problem solve, make reasoned judgments based upon facts and evidence, respond creatively to any situation, take risks, and be resilient. In the biggest picture, we envision the Carolina graduate as a well-educated person, productively engaged with the world, framing questions, assessing evidence, and making sound judgments even in an uncertain, dynamic context. A Carolina graduate is also able to communicate these judgments persuasively and effectively in a range of forms to a wide variety of audiences and to listen carefully and thoughtfully to the concerns and needs of others. Figure 1 represents some of this process.

A premise of undergraduate education at Carolina is that focused, broad study in the liberal arts is the best way to provide students with mastery of the capacities they need for future roles, including being outstanding leaders, public servants, and citizens; great workers and entrepreneurs; and lifelong learners. Serious, broad understanding of disciplined inquiry in the liberal arts, actively engaged with challenging, new ideas and experiences, is the best way to prepare students for work, citizenship, and life. Our students will develop capacities of inquiry, deliberation, and judgment (among others) through rigorous inquiry grounded in the broad liberal arts. They will bring these capacities to emerging problems, creating knowledge and having impacts upon professional, civic, and private life. Furthermore, these capacities and the ways they work together to frame and solve problems will be keys to success in the many domains our graduates will be involved in.

This proposal updates and builds upon that liberal arts tradition for a rapidly changing world. Direct engagement with the creation and discovery of new knowledge and ideas gives students the flexibility, creativity, and imagination to solve problems they will encounter later in life—many that have yet to even emerge. Students should learn about the history of, and current questions and controversies in, the humanities, arts, and social and natural sciences while developing capacities for evaluating historical and contemporary information, acting ethically under uncertainty, and solving problems; understanding diverse perspectives and working across boundaries; conducting research and creating knowledge using multiple methods; and communicating with the public in oral, written, and digital forms. The synergy among these diverse perspectives, modes of knowledge, and approaches to evidence provides a strong foundation for students to pursue deeper expertise in the major and to approach a wide variety of problems as they arise in different domains of adult life.

Portable Skills, Capacities, and Tendencies

The key to preparing students to be effective, successful thinkers and citizens is developing flexible capacities that are useful in many areas. Beyond specific skills—which are adapted to specific contexts—capacities are flexible and adaptable modes of thought and action that can be used in different contexts, including new contexts that emerge. To maximize capacities' portability and demonstrate their flexibility, each capacity should be encountered several times in different contexts.

The curriculum seeks to develop four groups of capacities that, together, will foster the kind of engagement envisioned in the Carolina graduate. These groups overlap with one another, and in practice they are closely connected. They are:

- **Evidence-based reasoning:** the tools and tendencies of gathering, understanding, interpreting, and assessing evidence;
- **Communication and collaboration:** presenting ideas and information effectively; listening to and understanding the ideas and claims of others; and working effectively with others. These are a necessary for employment, citizenship, and personal success. This capacity includes both successful reading,

interpretation, and evaluation of texts, digital, and oral communication, and clear and effective writing and speaking that engages the reader and audience.

- **Principled engagement:** approaching decisions and situations ethically and with self-reflection, considering the broader and long-term implications. The world our graduates enter is increasingly complex and interconnected economically, socially, culturally, ecologically, and technologically. Carolina graduates need knowledge, understanding, and experience with diverse cultures, viewpoints, ideas, and practices to navigate and lead in these environments. That diversity includes racial, ethnic, cultural, political, and religious diversity within the United States as well as diversity on a global scale.
- **Impact:** making ideas and decisions effective through implementation.

The following table explains some of the capacities involved in these groups:

Evidence-Based Reasoning	Communication and Collaboration	Principled Engagement	Impact
<i>Collection and Sources of Evidence</i>	<i>Written communication</i>	<i>Ethics</i>	<i>Creativity</i>
<i>Quantitative Analysis</i>	<i>Oral communication</i>	<i>Engagement with diverse cultures, ideas, viewpoints, and practices</i>	<i>Change</i>
<i>Qualitative Interpretation</i>	<i>Digital communication</i>	<i>Empathy</i>	<i>Engagement</i>
<i>Inquiry</i>	<i>Effective listening</i>	<i>Critical self-reflection</i>	<i>Leadership</i>
<i>Evidence and Ideas in Context</i>	<i>Collaboration/Working with Others</i>	<i>Judgment under uncertainty</i>	<i>Advocacy</i>

These capacities together provide the tendencies and abilities to approach problems in careful, systematic ways, as Figure 1 suggests. By combining focuses on specific capacities along with certain capacities recurring throughout the General Education curriculum, this proposal seeks to develop these capacities and reinforce their flexibility across different intellectual domains.

Leveraging the Research University

These skills, tendencies, and capacities are, in many cases, directly supported by the culture of inquiry and discovery that animates UNC-Chapel Hill as a top-tier global, public research university. Scholars across the disciplines develop and ask important questions, gather and consider evidence, make sound judgments under uncertainty, consider and listen to the ideas and views of others, and communicate and implement judgments within their fields and beyond. The curriculum leverages this culture of discovery and inquiry, connecting it to undergraduate education throughout the curriculum.

A Contemporary, Challenging Curriculum

In pursuing these capacities and shaping the general undergraduate experience at Carolina, we emphasize several values:

- **Core knowledge and common experiences:** a small but powerful group of knowledge areas, experiences, and/or practical skills that all students experience
- **Truly diverse perspectives that challenge all students:** ensuring that all students encounter, consider, and productively engage with people and perspectives different from their own, including racial, ethnic, gender, sexual orientation, as well as political, religious, social class, and more
- **Global engagement and expertise:** guaranteeing that students understand the dynamics of world cultures, economies, and practices and can successfully maneuver internationally and with global partners
- **High-impact experiences for all** students that link to and enrich classroom intellectual development: providing opportunities and support for all students to have “high impact” experiences such as research, study abroad, service learning, and internships that are directly tied to intellectual exploration and discovery in the curriculum; and ensuring equity among students in access to and encouragement to participate in these activities
- Structures and mechanisms that challenge students to **reflect upon and synthesize ideas and information** from their courses and outside-the-classroom experiences throughout their undergraduate careers, allowing them to understand the purposes of their general education: encourage students to “tell the story” of their education and iteratively reflect on relationships between their general education and their major, electives, and experiences
- **Foundational knowledge and approaches** representing the intellectual breadth of the university
- **Simplicity**, to encourage students to focus on the ideas and capacities rather than the task of navigating a complicated system
- **Equity**, to ensure that all students have the opportunity and ability to take full advantage of the breadth and depth of opportunities

This proposal details the structure and content of undergraduate students’ requirements outside the major. It includes General Education, Supplemental Education, and Experiential Education. In general, majors are designed and managed by academic units in which they are housed, with oversight from the College of Arts and Sciences or an appropriate professional school.

<i>General Education</i>	<i>Supplemental Education</i>	<i>Co-Curricular/ Experiential Education</i>	<i>Major</i>
<i>Broad, Foundational Knowledge, Capacities, and Skills</i>	<i>Advanced Understanding Outside the Major</i>	<i>Global, Community, Research, Work, Campus Experiences</i>	<i>In-Depth Understanding of a Field</i>

Specific Proposal: The IDEAs in Action Curriculum

The proposal addresses these goals in three main sections: the Focus on the First Year; Vertical Integration; and Experiential and Global Education. It represents the September, 2017, draft, considerably amended in consideration of input from faculty, students, staff, and others, as well as research and deliberation among the Coordinating Committee. Eleven Feasibility and Design Committees are working on examining and designing each major aspect of the proposal; these committees' charges and membership information can be found at <http://curriculum2019.web.unc.edu/2017/11/feasibility-and-design-committees/> .

Focus on the First Year

The first year of undergraduate education is a key transition time. Nationally, many students lose motivation to learn during their first year (Blaich and Wise 2011, figure 3). All students, but particularly low-income and first-generation students, benefit from a bridge from high school to college that encourages broad, engaged learning and, ultimately, academic thriving (Schreiner 2010; Kahu 2013). The IDEAs in Action curriculum offers our students a rigorous, intentionally-designed core to their first year experience that introduces them to big questions, careful inquiry, and mindful planning. The first year experience for Carolina undergraduates introduces them to the active practices of research, inquiry, discovery, and communication, through focused study in one area combined with an interdisciplinary core course in Ideas, Inquiry, and Information and a top-quality course in Composition and Rhetoric. It also brings to students a coordinated student services track combining academic advising, career services, and life skills training beginning at their first entry to campus.

First-Year Seminar (FYS)

Note: *Several Feasibility & Design Committees have been asked to consider whether there should be an alternative, first-year-focused course students could elect to take instead of an FYS, and if so, what such a course would consist of. We invite input on these questions.*

All students must take a first-year seminar (FYS) in the College's existing FYS program or an alternative first-year-focused course. All FYSes should focus substantially on research and systematic inquiry as practiced by the faculty member(s) and/or disciplines they are part of. FYSes must:

- be issue-oriented and advanced, covering a wide range of knowledge, and/or engaging specific issues or advanced, cutting-edge topics. However, FYSes are not introductory surveys.
- be methodologically self-conscious, in the sense of focusing on how scholars pose problems, involve active learning, encourage self-directed inquiry, and enable students to take responsibility for producing knowledge.
- build students' communication skills.

Incoming students will give their preferences for which FYS to take, and will be guaranteed entry into one of their top four choices. All FYS courses provide a substantive, engaging, active introduction to an important topic area and an authentic approach to knowledge and ideas. Students may take additional FYSes only if spaces remain after all first-year students have taken one. Only first-year students may take FYSes.

Note: The Feasibility & Design Committee on First-Year Scheduling has been asked to consider the best ways to facilitate registration for FYS and other first-year courses to ensure that students are able to take the courses that best suit their needs.

The FYS (or first-year-focused) requirement will be phased in over the first three years of the new curriculum. In 2016-17, approximately 68% of first-year students took at least one FYS. Spaces were available for about 90% of first-year students; the difference between the two represents students who took more than one FYS during their first year. Goals for participation will be 75% of first-year students in 2019-20; 85% in 2020-21; and 100% in 2021-22. The Curriculum Oversight Committee will review the role of FYSes (and first-year-focused courses) in the General Education curriculum, with the expectation that they will become required of all incoming traditional students in 2022-23 unless the Curriculum Oversight Committee decides to postpone, revise, or remove that requirement. Before the requirement is instituted, students who do not take an FYS or first-year-focused course must take one additional General Education course as a substitute.

Composition and Rhetoric (ENGL 105)

All students must take English 105, a multiple-genre writing skills course, tied substantively with their FYS. English 105 will be administered through the Department of English and Comparative Literature, but opportunities for writing instruction will be made available to instructors (including graduate students) from disciplines across the university to match the breadth of first year and later academic experiences. Students will learn to:

- use conventions, genres, and rhetoric practiced in the natural sciences, social sciences, and humanities
- conduct research using a variety of academic databases and sources
- understand how to use research as evidence in discipline-specific compositions
- compose using written, oral, and multi-media modes
- review and revise your own work and assist others in revising their work

Ideas, Information, and Inquiry (III)

All students must take an interdisciplinary course – Ideas, Information, and Inquiry (III) – administered by the College of Arts and Sciences and taught by College faculty with assistance from graduate teaching assistants. The idea of the III course is to bring the considerable, heterogeneous skills of the College faculty to the task of introducing students to the vastly different kinds of inquiry at a university, each of which has a useful style for posing, problematizing, and answering questions. It is a bold vision for enrolling our students in the Carolina project of Synergy Unleashed: presenting the breadth and possibilities of discovery in the liberal arts, and Carolina’s unique strength in them.

If the FYS is designed to introduce students to focused inquiry in a specific field, III is designed to introduce students to the breadth of ideas, approaches, and knowledge. Along the way, the course would build several key foundational skills students need to engage in posing and answering questions throughout their college career and beyond. This course is, explicitly, a bridge between high school and college. III provides the foundations for understanding and interpreting evidence, forming claims and arguments, and listening and responding to others’ claims and arguments, using tools from across the liberal arts. It includes skills in digital literacy, numeracy, data literacy, interpretation, logic, respect and consideration for difference, and critical and systematic inquiry. It addresses quantitative and qualitative data as typically gathered in natural and social

scientific and humanities and arts disciplines. It provides a grounding in key inquiry and evidence-based reasoning skills crucial in every discipline and beyond and with many forms of evidence and interpretation.

III will ordinarily be taught in large formats (on the order of 200 students) with smaller discussion sections. Courses may be organized around a broad theme (e.g., inequality; death & dying; health; the environment; creativity) to demonstrate the utility of the approaches and ideas presented.

Note: The Feasibility and Design Committee on the Ideas, Information, and Inquiry course has been asked to examine whether and how to implement this course to meet the ambitions outlined here.

The III requirement will be phased in over the first three years of the new curriculum. Goals for participation will be 40% of first-year students in 2019-20; 75% in 2020-21; and 100% in 2021-22. The Curriculum Oversight Committee will review III and its role in the General Education curriculum, with the expectation that III will become required of all incoming traditional students in 2022-23 unless the Curriculum Oversight Committee decides to postpone, revise, or remove that requirement. Before the requirement is instituted, students who do not take III must take one additional General Education course as a substitute.

Student Services Cohort Track

Note: The Feasibility & Design Committee on the First-year Cohort has been asked to propose the best ways to implement this idea.

Students will belong to a long-term student cohort coordinated by Student Affairs. This cohort will facilitate long-term interaction with an advisor and career services mentors. It will also coordinate long-term resources that persist through the student's college career (e.g., e-Portfolios, campus life activities; see below) and life-skills workshops (alcohol and drug abuse, sexual assault, mental health and wellness, financial literacy, etc.). These workshops may be actually run by advising, student organizations, academic departments, or relevant campus partners, but they will be coordinated through Student Affairs.

Coordinating the First Year

As part of first-year orientation, incoming students will submit a ranked list of FYSes they hope to take. Students will be assigned to an FYS based on their preferences and seat availability; all students will be guaranteed entry to one of their top 4 FYS choices. Ordinarily, students will take their FYS, ENGL 105, and III courses with the same group of other students, but they may be changed for valid intellectual or practical reasons. Students in other named cohorts (e.g., Covenant, Chancellor's Science Scholars, Morehead-Cain, Honors, Student-Athletes) will still participate in this pathway in order to promote mixing and shared experiences.

Vertical Integration – Intellectual Development Over the College Career

Rather than a foundation for future specialization, we see general education as a pillar that persists through students' college careers. Students should continue to pursue broad learning to contextualize and

synergize with their in-depth study in the major. The curriculum provides several mechanisms for ensuring this vertical integration.

Distribution

A key reality of undergraduate education at Carolina is that there are more truly important topic areas in the broad liberal arts, and more outstanding faculty teaching these topic areas, than can possibly be required of students. This proposal, therefore, focuses on the capacities students develop through active and sustained study in liberal arts, allowing them as much flexibility as possible in achieving those capacities through a breadth of topics and knowledge that spans our full faculty. Students must take 27 credit hours (ordinarily 9 courses) of General Education courses. These must be taken at Carolina; they cannot be substituted with AP or similar credits, though students may use AP credits to place into more advanced General Education courses or, if appropriate, as credit toward the major or supplemental education.

Note: The Feasibility & Design Committees on Course Availability and on Transfer Students have been asked to consider the costs and benefits of this policy and recommend whether or not to include it in the curriculum.

These courses must include one General Education course focusing on each of the following 9 Focus Capacities:

- Ethical, Civic, and Democratic Thinking
- Diversity, Power, and Inclusion
- Evidence-based Research and Inquiry
- Engagement with the Human Past
- Quantitative Reasoning
- Aesthetic and Interpretive Analysis
- Creative Expression
- Natural Scientific Investigation
- Global Engagement

Note: The Feasibility & Design Committee on Student Learning Outcomes for General Education Courses has been asked to review this list, consider additions and changes, and write criteria for inclusion in each Focus Capacity. It has also been asked to consider whether a given course may include more than one Focus Capacity.

An important part of this curriculum is a heightened commitment to quality and synthesis among courses meeting General Education requirements, regardless of topic area. Thus students' exposure to these capacities is not only through courses specifically focusing on a single capacity, but also through multiple General Education courses that require revisiting capacities through the lens of those courses' topics. A fundamental finding of cognitive science is that learning requires repeated practice, and thus the committee seeks to see key capacities reinforced over and over for students. To accomplish this, all General Education courses will need to reinforce a set of recurring capacities.

In a nutshell, each General Education course should teach:

- First and foremost, the substantive content of the course;
- The Capacity Requirement(s) identified for the course; and
- The additional revisiting capacities that are part of each GE course in some measure.

Below are the recurring capacities the working committee has discussed for each course including to some degree, always taught through engagement with the course's substantive content.

- Diversity of ideas, approaches, viewpoints, and frameworks to allow students:
 - to understand how human difference is related to the topic area; and
 - to evaluate and judge among legitimate debates in the field
- Changes over time that explain, illuminate, or contextualize the topic area
- Situation of the topic area in global context
- Processes of active inquiry, evidence, and discovery
- Creativity, judgment, and sound conclusions under ambiguity and uncertainty
- Written communication
- Digital and/or oral communication
- Collaboration

Note: The Feasibility and Design Committee on General Education Course Criteria has been asked to examine the list and whether all must recur in each General Education course or whether a subset should be permissible.

Like other Carolina courses, General Education courses should:

- Be taught using techniques appropriate to the content area that are inclusive of all learners, and encourage student engagement and learning at the highest levels; and
- Use a variety of formative and summative assessments that fairly and appropriately measure students' learning and performance and allow students to gauge how well they are learning and performing throughout the semester.

None of these requirements may undermine individual instructors' or departments' expertise in teaching in the ways best suited to their content area or skills.

Foreign Language

The study of a foreign language enables students to see more clearly the nature and structure of their native language while gaining an understanding of a foreign culture: a key capacity for global understanding and engagement. Students are required to complete courses or demonstrate proficiency in the study of a foreign language through level 3. Certain majors may require additional levels of foreign language study.

Self-Curation

In order to connect curricular, co-curricular, extracurricular, and advising experiences, all students will have access to, and be encouraged to use, an e-Portfolio system. The system will allow students to curate their work and experiences, fostering connections between academic and outside experiences and reflecting substantively upon their learning. It will encourage students to reflect on their learning beyond the time and space of the classroom: an essential element of college learning (see, e.g., Moos 2018, 245; Usher and Schunk 2018, 24). The e-Portfolio system will be maintained centrally.

E-portfolios will be integrated into the curriculum at multiple levels, with initial engagements beginning in the first semester and ongoing activities in courses that follow both in the major and the College.

E-portfolios will enable both archiving and assessment of learning artifacts and activities and showcasing and sharing of the intellectual and professional work of students. E-portfolios will also facilitate the capturing and credentialing of co-curricular work.

Note: The Feasibility & Design Committee on e-Portfolios has been asked to recommend specific uses, goals, and approaches to using e-Portfolios to encourage students to reflect upon and curate their educational experiences.

Junior/Senior Communication-Intensive Course (CIC)

During the Junior year (or the Senior year if necessary), all students must take a communication and collaboration course. The overarching goal is for students to reflect upon, synthesize, and extend the ideas, approaches, and knowledge they have gained in their undergraduate courses. Students will think about how they will present themselves and their ideas, how they can most effectively engage the world beyond Carolina, and how they will put the things that they have learned in the curriculum into public practice. The course will tie back to concepts and capacities learned in the first year (III and Rhetoric & Composition), returning to these in light of the student's intellectual development.

Specifically, the course will provide students with the capacities to:

- Engage the process of oral communication persuasively, with clarity and conviction;
- Speak well in front of others, making deliberate choices about how best to analyze and connect with an audience
- Participate effectively group dialogue by listening, responding and communicating in ways that strengthen deliberation in a range of settings;
- Successfully advocate for themselves and communities they are or will become a part of and the ideas they care about;
- Develop principles and practices for improving their communication skills throughout their lives, both in their careers and in public and private life;
- Use data, qualitative and quantitative evidence, and sound argument in oral, digital, and written communication; and
- Consider “big questions” in light of analytic and interpretive skills they have developed.

The course will introduce students to the theory of, and best practices in, communication in multiple settings. It will emphasize concrete practice, and the majority of the time in the course will be spent presenting ideas and information, deliberating in groups, and engaging in other kinds of activities that mirror the communication contexts that students will face in the world beyond Carolina. For example, students will practice, receive and provide peer feedback, and revise approaches to presentational speaking in small group and public contexts.

The course's defined learning outcomes are enhanced capacities for public speaking, listening, oral and written communication, collaboration, and group deliberation, encouraging students to become more effective in articulating their personal, career and most importantly, academic interests. Ideally, this course serves as both a time to reflect on the student's personal “brand” as they prepare to leave UNC, and, more importantly, as a platform to prepare students to be more effective in engaging their place in public life as co-workers, citizens, and members of their respective communities. Individual departments may design versions and

alternative approaches to the course that incorporate the substance of the pedagogical practices and advances the learning outcomes laid out here. These may be open only to the sponsoring department's majors, or they may be offered to the general student body. Any such alternative or departmental courses must be approved through the Curriculum Oversight Committee.

Note: The Feasibility & Design Committee on the Junior-Senior Communication-Intensive Course has been asked to determine whether and how this course can best be designed to meet the ambitions of the curriculum.

Supplemental Education

Students who pursue the bachelor of arts degree also must satisfy a Supplemental General Education requirement. The intent of this requirement is to broaden a student's perspective on the major by examining its relationship to work in at least one other field. Students may fulfill the Supplemental General Education requirement in three ways:

- By completing a second major or a minor in a College division different from their major's division; or
- By completing three courses (nine hours) numbered above 199 that are offered outside the College division of the home department or curriculum of the first major. These three courses can neither be used to fulfill the requirements of the first major nor be cross-listed with courses that a student has used to satisfy major requirements; or
- By completing a concentration outside a professional school as part of the degree requirements for graduating from the school.

Wellness and Life Skills

Students must take at least one Lifetime Fitness (LFIT) course and one Mental Health and Wellness (MFIT) course. Participation on a varsity athletic team may be substituted for the LFIT requirement. Additional life skills courses, such as sexual health and assault, alcohol and drug education, financial literacy, etc., will be coordinated through Student Services as part of the first-year cohort process.

Experiential Education

All students will participate in at least one high-impact educational experience (Kuh 2008) as well as in a range of smaller outside-the-classroom experiences that enrich and provide the basis for deeper, more nuanced understandings of subjects of study. The point of these experiences is to expand students' horizons by introducing them to new, deeper, and different ideas that build upon, but go beyond, traditional academic study. The underlying goal of experiential education is to offer students guided learning experiences in which they apply their academic knowledge and skills to real-world problem-solving, in the process refining their skills and reinvigorating their academic inquiry.

Students do not receive academic credit for the experiences themselves, but for academic work done in tandem with such experiences.

Experiential education opportunities will be coordinated through an office in the College of Arts and Sciences. This office will maintain a database of opportunities and experiences and will build relationships with Carolina alumni who may serve as internship directors, service-learning sites, global connections, and similar resources for experiential education. The office will also coordinate students' academic reflection on

non-course experiences, typically by using the e-Portfolio platform and facilitating feedback and assessment of that reflection. Faculty and students are encouraged to partner with campus units such as the Ackland Art Museum, Morehead Planetarium and Science Center, Stone Center, professional schools, centers and institutes, and similar to provide opportunities for experiential education.

High-Impact Experiences: Access and Value

Included among these experiences, all students will take part in at least one high-impact educational experience.

There are five main types of experiential, high-impact opportunities:

- Active research involvement
- Community Service
- Study Abroad
- Internships
- Participating in creation or production of performance

To qualify as an experiential high-impact opportunity, the experience should be *novel* (to the student) in some way; *substantial* in commitment; and *intellectual* in some way. Courses (whether General Education or not) may fulfill the requirement of a high-impact experience if they:

- Contain a substantial, required field trip or field research experience integrated with the academic content;
- Engage students in hands-on, discovery-oriented research as a core element of the course;
- Contain a substantial, required service learning experience integrated with the academic content; or
- Contain a substantial, required creative production experience integrated with the academic content .

Non-course experiences fulfilling the requirement include:

- Mentored research resulting in a thesis, presentation, or other authored product
- Internship paired with academic reflection
- Community service or volunteer work paired with academic reflection
- Study abroad that results in a substantially new experience outside the classroom

Campus Life Experience

A hallmark of UNC-CH is the manifold public lectures, performances, exhibitions, and talks that occur on campus throughout the year. These events provide opportunities for students to experience cutting edge arts, research, and scholarship, and to understand and participate in key debates. All students will attend at least 4 on-campus organized activities, such as performances, lectures, talks, and similar, for each semester they are enrolled on campus. Students may attend more and less events in a given semester as long as they attend the total number required during their career at UNC.

To be eligible, events must be sponsored by a UNC-CH department, unit, or recognized student organization. Events may include students on the program, but may not be entirely composed of students. Events taking place off campus or at other colleges or universities may be approved for Campus Life if they are substantially similar to eligible on-campus events. Attendance will be verified through the e-Portfolio, where

students are also encouraged to reflect upon these activities and connect them with other academic and co-curricular experiences. Instructors are encouraged to assign or incorporate relevant campus events into class and use e-Portfolios to connect them.

Note: The Feasibility & Design Committee on Experiential and Global Education has been asked to review this requirement and the number of experiences required.

To pair with this program, the College of Arts & Sciences will sponsor a series of public academic events by College faculty, open to the public and aimed at bringing current research and scholarship to the general public and undergraduate students alike.

Assessment, Amendment, and Innovation

A standing Curriculum Oversight Committee will oversee assessment, examine results, and propose curricular change. This committee will include:

- 3 fixed-term College faculty (2 elected by faculty; 1 appointed by Dean)
- 3 tenure-track College faculty (2 elected by faculty; 1 appointed by Dean)
- 3 faculty from outside the College (2 elected by faculty; 1 appointed by Dean)
- 3 undergraduate students (2 appointed by Student Government, 1 by Dean)

The committee will be supported sufficiently to allow ongoing assessment and consideration of innovations in the curriculum and amendment of the curriculum.

Course-Level:

Each course that counts for GE must have identified student learning outcomes (SLOs) that accord with the SLOs for the course's Focus Capacity as well as Recurring Capacities for all GE courses. Questions will be added to all student course evaluations of GE-eligible courses to determine student experience with these learning outcomes. Assessments will be included within classes and/or outside classes to examine students' success in learning relative to these outcomes. Assessment should evaluate students' actual learning on the terms of the course's goals. It will be proactive, using mixed methods (qualitative, quantitative, and interpretive) to understand how students and alumni have developed and used these capacities. Not everything that counts can be counted, and not everything that can be counted counts.

Curriculum Level:

Students will be surveyed upon entry, at the end of their sophomore year, and at the end of their senior year, focusing on their achievement of the groups of capacities outlined in this proposal. These surveys will focus on the goals of the IDEAs in Action Curriculum, using AACU Value and other applicable rubrics when appropriate, and in collaboration with Carolina Metrics.

Alumni:

Alumni will be surveyed periodically, focusing on continuing measures of the influence of the academic work at Carolina as well as large-scale goals in economic, citizenship, and lifelong-learning domains.

Amendment:

Faculty with innovative ideas for implementing the goals of any part of the curriculum will propose these innovations to the Curriculum Oversight Committee, which may recommend innovative pilot efforts for possible inclusion. Pilot efforts do not need to be approved by the Educational Policy Committee, but may be carried out upon endorsement by the Curriculum Oversight Committee. Such efforts must include standards and methods for assessment, agreed upon before the idea is carried out, to determine the success of the innovation.

Amendments to the curriculum (either in response to successful pilots or to assessments) will come from the committee to the Educational Policy Committee, which will consider them for support at Faculty Council.

Appendix A: Student Learning Goals and Outcomes

These outcomes are all incomplete; further debate, discussion, and working group processes will be needed to complete them.

Ideas, Information, and Inquiry (III)

- Students will understand university learning as dynamic, active, and tied to current research and discovery on big questions.
- Students will understand basic questions, approaches, and ideas associated with several widely varied areas of thought and inquiry.
- Students will understand the importance of diverse experiences, ideas, and viewpoints in asking and answering big questions.
- Students will understand the sources and kinds of evidence and data used to address important questions and the benefits and drawbacks of each.
- Students will be able to interpret information and data and draw appropriate conclusions from them.
- Students will understand basic principles of statistical reasoning.
- Students will understand how different people and groups might ask and answer questions differently and the implications of such differences.
- Students will be able to identify biases and threats to validity in others' interpretations of information and data.

Note: *The Feasibility & Design Committee on the III Course has been asked to review and consider these and other possible outcomes for that course.*

English Composition and Rhetoric (ENGL 105)

- Students can negotiate the expectations for writing successfully between a variety of prominent academic disciplines and genres.
- Students can effectively integrate evidence and source material in their academic writing.
- Students can develop substantial written compositions through a recursive process of researching, drafting, feedback, and revision.

- Students can appropriately use the conventions of academic writing, including mechanics, grammar, punctuation, style, and citation.
- Students have begun to demonstrate the ability to compose academic work using digital, networked, and information technologies.

General Education Courses

- Students will understand the key information, debates, questions, techniques, and approaches in a significant field, subfield, or topic.
- Students will be able to recognize and construct good questions or problems in a significant field, subfield, or topic.
- Students will understand the methods and interpretive processes used to address questions or problems in a significant field, subfield, or topic; the strengths and weaknesses of these methods and processes; and appropriate conclusions from them.
- Students will be able to write effectively for a significant field, subfield, or topic.
- Students will be able to communicate orally or digitally effectively for a significant field, subfield, or topic.
- Students will be able to contextualize information historically and culturally as appropriate to a significant field, subfield, or topic.

Note: *The Feasibility & Design Committee on General Education Courses has been asked to review and consider these and other possible outcomes as well as outcomes for each of the nine Focus Capacities.*

Junior/Senior Communication Course

- Students will be able to work collaboratively with others to produce meaningful products.
- Students will be able to communicate orally effectively through presentations, conversations, and similar formats appropriate to the topic area
- Students will be able to listen fully, appreciate, and respond appropriately to ideas and claims expressed by others in various formats.
- Students will understand the state of knowledge and/or debate around a pressing question or problem.
- Students will be able to make connections between course material and prior experiences and coursework.

Note: *The Feasibility & Design Committee on the Junior-Senior Communication-Intensive Course has been asked to review and consider these and other possible outcomes for that course.*

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