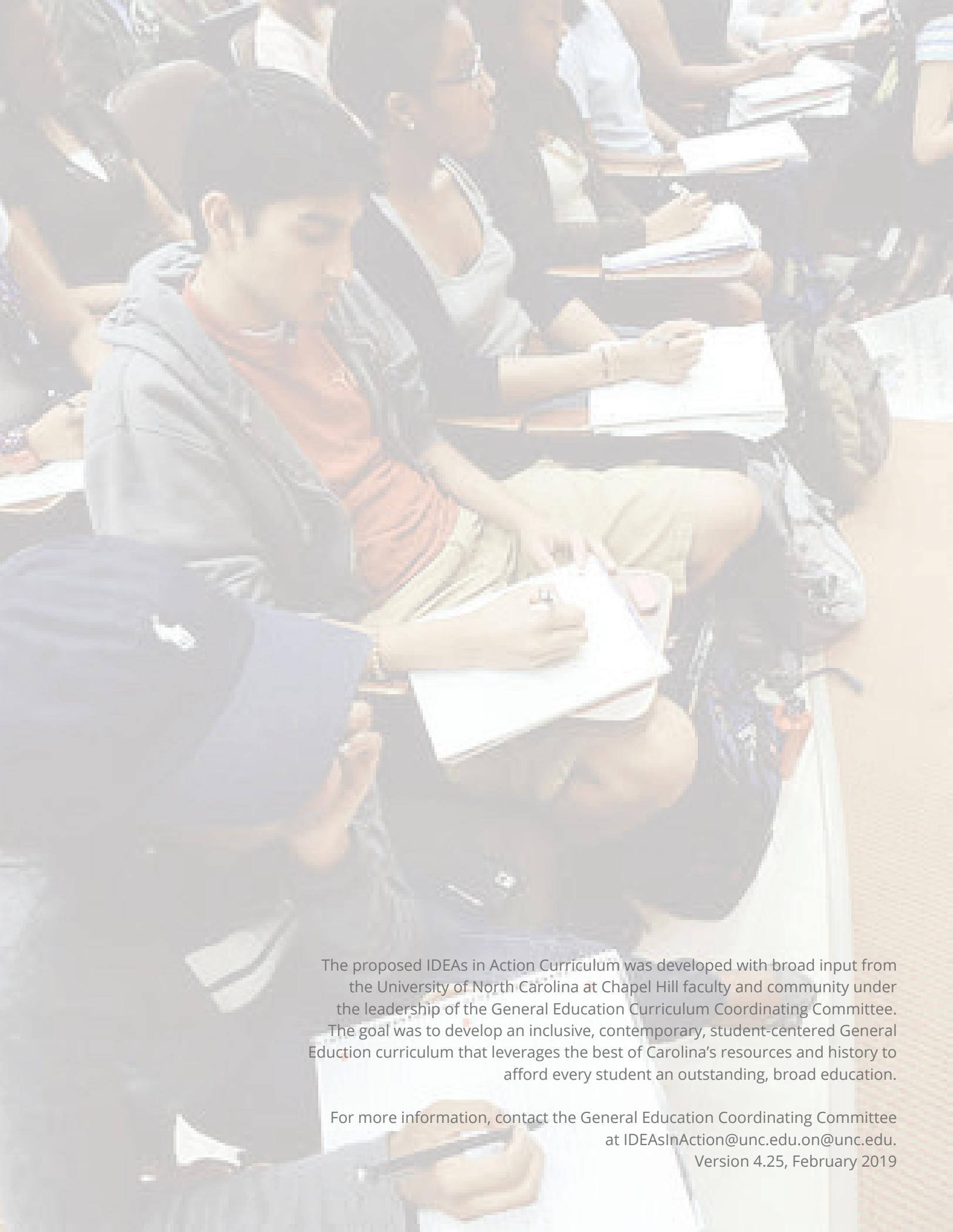


PROPOSAL

IDEAs in Action

CURRICULUM

General Education at the University of North Carolina at Chapel Hill



The proposed IDEAs in Action Curriculum was developed with broad input from the University of North Carolina at Chapel Hill faculty and community under the leadership of the General Education Curriculum Coordinating Committee. The goal was to develop an inclusive, contemporary, student-centered General Education curriculum that leverages the best of Carolina's resources and history to afford every student an outstanding, broad education.

For more information, contact the General Education Coordinating Committee at IDEAsInAction@unc.edu or on@unc.edu.
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CONTENTS

EXECUTIVE SUMMARY	1
THE AMBITION OF GENERAL EDUCATION AT CAROLINA.....	5
THE IDEAS IN ACTION CURRICULUM.....	9
FIRST YEAR FOUNDATIONS	11
First-Year Seminar or First-Year Launch	11
Writing at the Research University (ENGL 105).....	12
Ideas, Information, and Inquiry (III).....	13
College Thriving (EDUC 101)	14
FOCUS CAPACITIES.....	15
Aesthetic and Interpretive Analysis	16
Creative Expression, Practice, and Production	17
Engagement with the Human Past.....	17
Ethical and Civic Values.....	18
Global Understanding and Engagement	18
Natural Scientific Investigation	19
Quantitative Reasoning.....	20
Power, Difference, and Inequality.....	20
Ways of Knowing.....	21
Empirical Investigation Lab.....	21
INTEGRATION, REFLECTION, AND ACTION	22
Research and Discovery.....	22
Global Language	22
High-Impact Experience.....	23
Communication Beyond Carolina.....	25
ePortfolio	26
Campus Life Experience	27
Lifetime Fitness (LFIT)	27
RULES AND POLICIES	28
Disciplinary Distribution.....	28
Credit by Examination	28
Transfer Credits/Transfer Students: Principles and Practices.....	28
Governance, Assessment, and Amendment	28

EXECUTIVE SUMMARY

The IDEAs in Action Curriculum brings the University of North Carolina at Chapel Hill's faculty and resources to the task of preparing graduates to become lifelong learners, approaching the world with curiosity and open minds.

At its heart, the curriculum focuses on how knowledge works, rather than on what particulars must be gained. It concentrates on how ideas come to be, how we test them, and, in those habits of testing, how we come to create ourselves. This is critical for a world awash with information and data yet lacking in careful analysis, understanding, and wisdom.

The curriculum also seeks to ensure that all students, regardless of background, gain the tools required to make the best possible use of and fullest knowledge and skills from the resources of our world-class global research university. In this way, we fulfill our commitment to ensure all students thrive and serve our public purpose, entrusting the power of ideas to the widest horizons of the next generation.

Key to preparing students to be effective, successful thinkers and citizens is developing flexible capacities—adaptable modes of thought and action that can be applied in different contexts and fields.

The IDEAs in Action Curriculum seeks to cultivate one overarching capacity—ensuring all students can:

- Identify pressing questions, problems, and issues.
- Discover new ideas, evidence, and approaches to these matters.
- Evaluate these ideas, evidence, and approaches, coming to sound judgments, even under uncertainty.
- Act appropriately based on that evaluation and judgment.

Guided by this model, the curriculum delineates a common set of general education courses and experiences that each undergraduate must complete to earn a bachelor's degree:

- First Year Foundations – a set of special courses and experiences (12 credits) in the first year designed to help students navigate their transition to the college environment, get them ready to take ownership of their education, and make the most of the opportunities at Carolina and beyond.
- Focus Capacity courses – a set of nine courses and an Empirical Investigation Lab (28 credits) taken through all four years that convey key capacities for students through liberal arts and sciences content.
- Integration, Reflection, and Action – flexible curricular and extracurricular experiences and tools to complement and build upon these courses to foster.

In this way,
we fulfill our
commitment
to ensure all
students thrive
and serve our
public purpose,
entrusting the
power of ideas
to the widest
horizons of the
next generation.

Students must also complete the requirements for:

- A major.
- For B.A. majors, supplemental education, consisting of a second major, a minor, or three advanced-level courses (9 credits) in a department outside the major.
- A total of at least 120 credits.

First Year Foundations

In their first year, students learn about new areas and develop foundational capacities they will use throughout their college careers and beyond.

The first year requires four types of learning experiences:

- First-Year Seminar or alternative (First-Year Launch) (3 credits) – small classes focused on in-depth study of a specialized topic led by a full-time faculty member that teach students the importance of personal connection as part of college learning.
- Writing at the Research University (ENGL 105) (3 credits) – an intensive, multiple-genre writing course that prepares students for work at Carolina and beyond.
- Ideas, Information and Inquiry (III) (4 credits) – large classes taught by teams of three faculty members designed to teach the power of interdisciplinary thinking. One credit is devoted specifically to data science foundations.
- College Thriving (EDUC 101) (2 credits) – an introduction to the research, resources, and practical skills that facilitate thriving in college and beyond. It includes initial guidance on the ePortfolio, a college-long means for students to archive, reflect on, and present their work.

Focus Capacities

Students during their Carolina careers must take one course each of nine Focus Capacity (FC) courses (three credits each) plus a one-credit Empirical Investigation Lab (28 credits total). FCs introduce and reinforce a broad set of capacities for identifying, discovering, exploring, and acting upon ideas, knowledge, evidence, and argument. Students may count a course fulfilling two FCs for one such requirement, and a FC course may count toward a major, at the discretion of the offering academic department or curriculum.

The nine FCs are:

- Aesthetic and Interpretive Analysis
- Creative Expression, Practice, and Production
- Engagement with the Human Past
- Ethical and Civic Values
- Global Understanding and Engagement
- Natural Scientific Investigation

- Power, Difference, and Inequality
- Quantitative Reasoning
- Ways of Knowing

Integration, Reflection, and Action

Students during their college careers must also complete the following experiences, designed to allow them to reflect upon, deepen, and connect knowledge and capacities:

- Research and Discovery (1 course or experience) – a course or experience that immerses students in a research project that incorporates reflection and revision involved in producing and disseminating original scholarship or creative works.
- Global Language (through level 3) – completed courses or demonstrated proficiency in the study of a foreign language through level 3.
- High-Impact Experience (1 experience) – experiences that are novel to the student, substantial in commitment, and intellectual in some way, such as active research involvement, community service, study abroad, internship, participation in the creation or production of a performance, or being an undergraduate learning assistant.
- Communication Beyond Carolina (1 course) – a course taken during junior or senior year that builds students’ capacity to persuasively convey knowledge, ideas, and information to multiple audiences and listen to knowledge, ideas, and information from others.
- ePortfolio – access to an electronic portfolio system that allows students to curate their work and experiences, foster connections between academic and outside experiences, and reflect on their learning beyond the time and space of the classroom.
- Campus Life Experience (2 or experiences each semester) – attendance at two or more on-campus organized activities, such as performances, lectures, and talks, or approved equivalent alternative experiences, for each semester students are enrolled on campus.
- Lifetime Fitness (1 credit) – participation in a Lifetime Fitness (LFIT) class, varsity athletic team, ROTC, or similarly University-organized-and-sponsored program combining physical activity with instruction in lifetime fitness.

Rules and Policies

All students must take at least one general education course in each of the three major divisions of the College of Arts and Sciences—fine arts and humanities, natural sciences and mathematics, and social sciences. Students may substitute up to five by-examination courses for Focus Capacity courses.

In general, students transferring in as sophomores must fulfill all Focus Capacity requirements but not first-year-specific requirements (FYS/FYL, III, U101, and ENGL 105). Students transferring in may transfer as many as five FC courses based on equivalencies

“Education is that which remains, if one has forgotten everything he learned in school.”

Albert Einstein
Out of My Later Years

established by the General Education Oversight Committee. Students transferring under the Comprehensive Articulation Agreement (CAA) are exempt from the GE requirements.

The General Education Oversight Committee will oversee assessment, examine results, and propose curricular change. The Office of Institutional Research and Assessment will gather and provide appropriate data to demonstrate that curricular goals for student learning are being met.

THE AMBITION OF GENERAL EDUCATION AT CAROLINA

The IDEAs in Action Curriculum brings the University of North Carolina at Chapel Hill's faculty and resources to the task of preparing graduates to become lifelong learners, approaching the world with curiosity and open minds. This ambition requires a general education curriculum that instills in its graduates the tendency and ability to apply creativity, care, reflection, and evidence-based inquiry to the problems and issues they encounter as they serve the public as productive employees, entrepreneurs, citizens, and leaders in a rapidly changing world.

The Carolina graduate should be able to think critically, define and frame questions, work collaboratively, solve problems, make reasoned judgments based upon facts and evidence, respond creatively to changing and uncertain situations, take risks, and be resilient. A Carolina graduate should also be able to communicate these judgments persuasively and effectively to a variety of audiences, as well as listen carefully and thoughtfully to the concerns and ideas of others.

In *The Marketplace of Ideas*, Louis Menand writes that "General education is where colleges connect what professors do with who their students are and what they will become after they graduate...General education is...the public face of liberal education."¹

A great liberal arts education is useful beyond the academy.² Such an education is good not just because of the tradition it holds or the intrinsic importance of the content, though these are, of course, important.³ It is the best way to afford students the skills, flexibility, attitudes, and dispositions they will need to succeed in an uncertain, dynamic, and diverse world.⁴

¹ Menand, Louis. *The Marketplace of Ideas: Reform and Resistance in the American University*. New York: Norton, 2010. Pp. 31-32.

² Gutmann, Amy. "What Makes a University Education Worthwhile?" Chapter two in *The Aims of Higher Education: Problems of Morality and Justice*, ed. Harry Brighouse and Michael McPherson. University of Chicago Press, 2015.

³ Small, Helen. *The Value of the Humanities*. Oxford, UK: Oxford University Press, 2013.

⁴ A recent article in the *Washington Post* documents an internal Google study showing that seven of the eight most important skills for success at Google are so-called "soft skills." These are traits like flexibility, sociability, critical thinking, and self-reflection best cultivated through repeated use in different intellectual contexts—in other words, the liberal arts (Strauss, Valerie. "The surprising thing Google learned about its employees—and what it means for today's students." *Washington Post* December 20, 2017. <https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/>). A report from the Pew Research Center last year shows much the same thing: that traits like creativity, resilience, and social and emotional intelligence are "unique human skills that artificial intelligence and machines seem unable to replicate" (Pew Research Center, "The Future of Jobs and Jobs Training." May 13, 2017. <http://www.pewinternet.org/2017/05/03/the-future-of-jobs-and-jobs-training/>)

"General education is where colleges connect what professors do with who their students are and what they will become after they graduate."

Louis Menand
The Marketplace of Ideas

Part of the answer to “why the liberal arts” is because the liberal arts teach and reinforce skills and capacities in great demand in the current economy. Students should rest assured that a UNC liberal arts education provides them with the skills, knowledge, and capacities they need to launch successful careers.

Preparation for the workplace, nonetheless, does not come close to exhausting the reasons for an education rooted in the liberal arts.

Danielle Allen, building on Hannah Arendt’s *The Human Condition*, lays out “four basic human potentialities that should be activated by education”:

Through education, we need to do the following:

1. Prepare ourselves for bread-winning work (labor, part 1).
2. Prepare ourselves for civic and political engagement (action).
3. Prepare ourselves for creative self-expression and worldmaking (work).
4. Prepare ourselves for rewarding relationships in spaces of intimacy and leisure (labor, part 2, overlapping with work).⁵

Particularly for a public university committed, as is Carolina, to public service, that means that the same broad intellectual goals apply to students’ other post-college roles as citizens, leaders, family members, and lifelong learners. In each of these domains, similar capacities—such as, identifying and understanding thorny problems; submitting these problems to evidence, critique, and dialogue; forming good judgments, even in the context of uncertainty; and acting upon those judgments—form the basis for success.⁶

At its heart, IDEAS in Action focuses on how knowledge works, rather than on what particulars must be gained. It concentrates on how ideas come to be, how we test them, and, in those habits of testing, how we come to create ourselves. This is all the more important in a world awash with information and data yet lacking in careful analysis, understanding, and wisdom.

Thus, the core proposition of IDEAS in Action—ideas form a common ground, not for the way they are shared, but rather the manner in which they are engaged. Ideas, be they propositions about society, theories of matter, descriptions of cellular life, algorithms, songs, poems, or plays, in themselves can captivate us. Knowing them with precision and learning them with discipline augment us. But it is the contesting of ideas that lets

⁵ Allen, Danielle. *Education and Equality*. Chicago: University of Chicago Press, 2016. P. 17.

⁶ As the AAAS “Future of Higher Education” report details, it is precisely these intellectual styles of thought that the liberal arts can teach and exemplify. The challenge is to fulfill that potential. Several theoretical strains use the concept of “capacities” in this area. In her work on one of these strains, Martha Nussbaum uses the concept of *capacities* to refer to human abilities cultivated through education and useful in many domains beyond the academy. (Nussbaum, Martha. *Not For Profit: Why Democracy Needs the Humanities* [updated ed.] Princeton, NJ: Princeton University Press, 2017.)

us thrive individually. And actively debating both received wisdom and new propositions sets us to prosper as a society. The purpose of general education at a great university is to ensure the quality of this engagement. Indeed, only a well-conceived curriculum in general education can succeed at this task.

The elevation of the capacities of critical thinking as the essence of learning is an old idea.

In his still-read 19th century letter, the classicist William Cory Johnson touted these goals:

“At school you are engaged not so much in acquiring knowledge as in making mental efforts under criticism. A certain amount of knowledge you can indeed with average faculties acquire so as to retain; nor need you regret the hours you spent on much that is forgotten, for the shadow of lost knowledge at least protects you from many illusions. But you go to a great school not so much for knowledge as for arts and habits; for the habit of attention, for the art of expression, for the art of assuming at a moment’s notice a new intellectual position, for the art of entering quickly into another person’s thoughts, for the habit of submitting to censure and refutation, for the art of indicating assent or dissent in graduated terms, for the habit of regarding minute points of accuracy, for the art of working out what is possible in a given time, for taste, for discrimination, for mental courage, and for mental soberness.”⁷

The proposed curriculum shares these aspirations, but it goes further. Through its profound commitment to inclusive learning approaches, IDEAS in Action fully opens the wonders of the university to all who enroll.

Carolina’s students are changing. In the years since UNC-Chapel Hill introduced its previous general education curriculum, Making Connections, the share of low-income students in the incoming class nearly doubled (from 12% to 21%), and the rate of first-generation college students also increased. These changes are testaments to the University’s commitment to removing barriers and increasing access to a great education. Top students come to UNC-Chapel Hill from across the state, country, and world with vastly different backgrounds and aspirations. We are justly proud that, for many, Carolina offers access to the world of ideas and discovery that would otherwise be out of reach.

Nevertheless, most students arrive without full knowledge of what the university offers: the array of disciplines, questions, and ideas under discussion; the ways questions are asked and ideas developed; or even what a discipline or major means.⁸ As part

⁷ Cory, William Johnson. *Eton Reform*. London: Longman, 1861. Available: https://archive.org/details/etonreform02cory_pp_6-7.

⁸ <https://nces.ed.gov/pubs2018/2018434.pdf>. National Academies of Science, Engineering, and Medicine Committee on Integrating Higher Education in the Arts, Humanities, Science, Engineering, and Medicine. *The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education: Branches from the Same Tree*. Washington, DC: National Academies Press, 2018.

of Carolina's commitment to ensuring that all students thrive,⁹ the IDEAs in Action Curriculum seeks to provide the tools for students to make the best possible use of, and gain the fullest knowledge and skills from, the resources of a world-class global research university. It requires that students study a range of intellectual ideas at varying depths, using that study to develop capacities they will use in the remainder of their undergraduate education, as well as in postgraduate study,¹⁰ work, citizenship, and leadership.

Students also inhabit a public sphere that is dramatically different from the one their counterparts faced even a decade ago. Ubiquitous Internet and social media mean that knowledge is at once instantly available and easily confused with deceptive or even false information. The distinctions among arguments, beliefs, emotions, opinions, principles, and knowledge are becoming less clear in the public sphere and popular culture. People rarely communicate effectively with, or listen honestly to, people who are different from themselves. The economy, globally and locally, is more complex than ever—dependent on flexibility of thought, sophistication, humility, communication, and innovation.

Thus, the public sphere and professional life present a new set of challenges for our students and alumni. Carolina is uniquely poised to address these concerns through our world-class research and discovery faculty across the liberal arts, sciences, and beyond; our commitment to access for all, particularly low-income and first-generation students; and our leadership in cutting-edge teaching methods to ensure all students can learn at the highest levels. The IDEAs in Action Curriculum seeks to fulfill that potential, enlisting those resources in cultivating intellectual habits of mind in all students to allow them to excel in every aspect of life after college.

The promise of North Carolina's flagship public university is to invite the breadth of talented students from the state and beyond to pursue education that is both excellent and inspiring. The risk is that, through the patchiness of their expectations, they perpetuate the hierarchies of advantage that precede, and ensue from, university training.

The curriculum faces up to this problem, directly assuming the obligation to overcome the unevenness of preparation, to make explicit the unwritten value of extracurricular opportunity, and to enable belonging in university communities that spring from ideas themselves. It invites students with early notions of what they may study to explore and revisit areas anew. In the curriculum's commitment to equality, the university realizes its public purpose. It also entrusts the power of ideas to the widest horizons of the next generation.

⁹ <http://thrive.unc.edu>, <https://chancellor.unc.edu/the-blueprint-for-next/>

¹⁰ A 2013 survey of alumni found that 70% had pursued further education within 10 years after graduation from Carolina. <https://oira.unc.edu/files/2017/07/BOT-Report-Alumni-Survey-Sept-25.pdf>

Through its
profound
commitment
to inclusive
learning
approaches,
IDEAs in Action
fully opens the
wonders of the
university to all
who enroll.

THE IDEAS IN ACTION CURRICULUM

Amid the full scope of expectations for undergraduate degrees, general education is distinctively important, with its own essential and self-standing purpose. It enables the possibility to look beyond one's own field and, in turn, to have the premises of one's own work become understandable to others. Consequently, the curriculum's structure itself spans the college career and the learning is cumulative.

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 as we conceptualize them are flexible and adaptable modes of thought and action that can be used in different contexts, including new contexts that will emerge in the future.

There are two dimensions to each of these capacities: importance and portability.

The importance (or value) of a given capacity—assessing evidence or communicating across difference, for example—is best demonstrated through sustained attention to that capacity in a given field. Hands-on evaluation and assessment of evidence in a particular field (American history, organic chemistry, macroeconomics) allows students to develop the capacity as it is used instead of only in the abstract.

Meanwhile, the portability (or *transfer*, as the education scholarship calls it ¹¹) is about students developing capacities that could be usefully applied in different fields. Having developed the capacity for communicating across difference in a course focusing on gender, for example, students learn to transfer that learning into other domains by having it recur in different contexts—say, in a focus on scientific debates or public health, where similar capacities for communication across difference are used in very different ways. To maximize portability and demonstrate flexibility, each capacity should be encountered several times in different contexts. ¹²

IDEAs in Action is designed so students encounter key capacities several times and at varying levels of depth and complexity throughout their general education, each time in a different intellectual context to ensure breadth. It is flexible, allowing students the opportunity to mold their own educational pathways, while also requiring that they encounter new and challenging ideas. And it includes many opportunities for students to learn using high-impact practices: educational practices that have been shown to

The IDEAs Approach

Identify pressing questions, problems, and issues.

Discover new ideas, evidence, and approaches to these matters.

Evaluate these ideas, evidence, and approaches, coming to sound judgments even under uncertainty.

Act appropriately based on that evaluation and judgment.

¹¹ Guthrie, Kathy L., and Kathleen Callahan. "Liberal arts: Leadership education in the 21st century." *New Directions for Higher Education* 2016.174 (2016): 21-33.

¹² *It Takes More than a Major: Employer Priorities for College Learning and Student Success*. Washington, DC: Association of American Colleges and Universities and Hart Research Associates, 2013. https://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf

contribute to students' overall learning and success.¹³

The IDEAS in Action curriculum orients its purposes through the cultivation of an overarching capacity:

- Identify pressing questions, problems, and issues.
- Discover new ideas, evidence, and approaches to these matters.
- Evaluate these ideas, evidence, and approaches, coming to sound judgments, even under uncertainty.
- Act appropriately based on that evaluation and judgment.

Guided by this model, the curriculum delineates a common set of general education courses and experiences that each undergraduate must complete to earn a bachelor's degree. Students must also complete the requirements for a major; for B.A. majors, supplemental education consisting of a second major, a minor, or three advanced-level courses (nine credits) in a department outside the major; and a total of at least 120 credits to earn the degree.

The curriculum begins with a focus on First Year Foundations, a set of special courses and experiences in the first year designed to help students navigate their transition to the college environment, get them ready to take ownership of their education, and make the most of the opportunities at Carolina and beyond. The curriculum proceeds through all four years of the student's education with Focus Capacity courses, nine types of courses that convey key capacities for students through liberal arts and sciences content, bringing depth, breadth, and recurring capacities to students' general education. And it incorporates flexible curricular and extracurricular experiences and tools to complement and build upon these courses to foster Integration, Reflection, and Action.

¹³ Kuh, George D. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: Association of American Colleges and Universities, 2008; Kuh, George D., and Ken O'Donnell. *Ensuring Quality & Taking High-Impact Practices to Scale*. Washington, DC: Association of American Colleges and Universities, 2013.

FIRST YEAR FOUNDATIONS

In their first year, students learn about new areas and develop foundational capacities they will use throughout their college careers and beyond. Preserving flexibility for students to meet other general education, major, and elective goals, the first year requires four types of learning experiences: a first-year seminar (or alternative), a writing intensive course, a three-discipline course, in a new format, called Ideas, Information and Inquiry (III), and a College Thriving course that helps them design and manage their education. In addition to their specific purposes, these courses also offer initial guidance on the ePortfolio—a college-long means for students to archive, reflect on, and present their work.

First-Year Seminar or First-Year Launch

As students acclimate to a large university, a small class, led by a full-time faculty member and with classmates sharing similar interests, teaches students the importance of personal connection as part of college learning.¹⁴ First-year students must take a First-Year Seminar (which is strongly encouraged) or, alternatively, a First-Year Launch course. First-Year Seminars (FYS) provide students with this close contact through in-depth study of a specialized topic in a class of no more than 24 students. First-Year Launch (FYL) courses provide a similar experience through a small (no more than 35 students), faculty-led version of an introductory course.

First-Year Seminar

First-Year Seminars are small (maximum 24 students) courses that focus substantially on research and systematic inquiry as practiced by the faculty member(s) and/or disciplines they are part of. An early college experience with a deep dive into a disciplinary question, the FYS complements the slate of introductory surveys many students sign up for. FYSs are issue-oriented, covering a wide range of knowledge and/or engaging specific issues or advanced, cutting-edge topics. They are methodologically self-conscious, focusing on how scholars pose problems, involve active learning, encourage self-directed inquiry, and enable students to take responsibility for producing knowledge. They build students' communication skills. They are not introductory surveys.

FYS instructors are encouraged to use the ePortfolio system to facilitate students' reflecting and connecting between courses and experiences. FYSs may fulfill a Focus Capacity. FYSs must be open to traditional first-year students; at the discretion of the instructor, they may also be open to transfer students in their first year at UNC-Chapel

¹⁴ Skipper, Tracy L. (ed). *What Makes the First-Year Seminar High Impact?* Research Reports on College Transitions, No. 7. Columbia, South Carolina: University of South Carolina, National Resource Center for the First Year Experience & Students in Transition. <https://files.eric.ed.gov/fulltext/ED573737.pdf>

Hill. They are not open to students who have already completed their first year at UNC-Chapel Hill. FYSs that fulfil the requirements of a Focus Capacity (see below) may count for that Focus Capacity. They must be taken for credit (3 credits) and for a grade.

Learning Outcomes

1. Connect with a faculty member early in the educational process.
2. Learn intensively among a small number of similar students.
3. Explore a specific question or issue in depth.

First Year Launch

Some who prefer not to take an FYS must take a First-Year Launch (FYL) course instead. An FYL course is an introduction to a discipline or field of study that directly relates to a major offered at UNC-Chapel Hill. Thus, FYL courses must fulfill a requirement in a major (e.g. gateway, core requirement, elective requirement). Similarly to FYS, these courses build students' communication skills. FYL courses are ordinarily capped at 24 students but may have as many as 35 students. They are taught by full-time faculty members. FYLs that fulfill the requirements of a Focus Capacity may count for that Focus Capacity.

FYLs are open only to traditional first-year students, transfer students in their first year at UNC-Chapel Hill, or a combination. Students are eligible to take an FYL course in the summer before and the summer after their first year at Carolina. They must be taken for credit (three credits) and for a grade.

Learning Outcomes

1. Connect with a faculty member early in the educational process.
2. Learn intensively among a small number of similar students.
3. Learn foundations of a long-term sequence of study.

Writing at the Research University (ENGL 105)

All students must take English 105, a multiple-genre writing course. English 105 will be administered through the English and Comparative Literature department. Instructors emphasize research-based writing in disciplines across the University to match the breadth of first-year and later academic experiences. Students learn to write and, in the effort, study, reason, instruct, provoke, persuade, anticipate, and entertain. The effort prepares them for work ahead at Carolina and beyond. It must be taken for credit (three credits) and for a grade.

Learning Outcomes

1. Employ conventions, genres, and rhetoric practiced in the natural sciences, social sciences, and humanities.
2. Conduct research using a variety of methods, databases, and sources.
3. Understand how to use research and evidence in discipline-specific compositions.
4. Compose using written, oral, and multimedia modes.
5. Review and revise own work and assist others in revising their work.

Ideas, Information, and Inquiry (III)

The Ideas, Information, and Inquiry (III) program is designed to teach the power of disciplinary thinking and the gains of crossing disciplinary boundaries. No student arrives at Carolina with a full understanding of all the academic opportunities available on campus. Few understand how a discipline rigorously defines a problem so that it may be subjected to an interesting test.¹⁵

III courses are large (typically 250 students), four-credit, broadly interdisciplinary courses that introduce students to a wide range of academic subject areas and to four key capacities. They are taught by teams of three faculty members whose disciplinary, research, and/or teaching approaches differ significantly from one another. Ordinarily, this means that groups will include faculty from each of the three divisions of the College—fine arts and humanities, natural sciences and mathematics, and social sciences—or from similarly diverse perspectives in the professional schools, but groups may demonstrate sufficient breadth in other ways.

Courses are organized around a broad theme that highlights the different approaches among the team. As such topics as death and dying, creativity, freedom, natural resources, or health are explored, instructors lead students through the strengths, weaknesses, and complementarities among the approaches.

This study introduces students to disciplined inquiry, as well as four key capacities students will develop in future study:

- Foundations of data science
- Global orientation
- Principles of evidence
- Collaboration

¹⁵ See Horton, Thomas. "Integrated General Education and the Extent of Interdisciplinarity: The University of California-Merced's Core 1 Curriculum." *Journal of General Education* 62:2-3 (2013), 84-111; Renshaw, Sal, and Renee Valiquette. "Complex Collaborations: Co-Creating Deep Interdisciplinarity for Undergraduates." Ch. 2 in *Co-Teaching in Higher Education: From Theory to Co-Practice*. Ed. Daniel Jarvis and Mumbi Kariuki. Toronto: University of Toronto Press, 2017.

Approximately one credit hour (of four) is devoted specifically to data science foundations. Instructor teams without expertise in data science will be supported by College-level resources for teaching foundations of data science.

III courses are open to traditional first-year students and to transfer students in their first year at UNC-Chapel Hill. All first-year students must take a III during their first year. Transfer students in their first year at UNC-Chapel Hill may take a III. It must be taken for credit (four credits) and for a grade. Students may not receive credit for more than one III.

Learning Outcomes

1. Learn the commonalities and differences among three distinct ways of addressing a question.
2. Work with data and evidence to grasp key principles of evidence and data analysis.
3. Situate ideas and experiences in global context.
4. Collaborate with other students for mutual benefit.

College Thriving (EDUC 101)

All students must take College Thriving, an introduction to the research, resources, and practical skills that facilitate thriving in college and beyond. The course contributes to students' ability to study systematically, learn deeply, and monitor and foster their own well-being. The content empowers all students to participate fully in the opportunities of a research university and find personal and institutional resources to weather the setbacks that can come from membership in a demanding academic setting. College Thriving must be taken for credit (2 credits) and a grade.

Learning Outcomes

1. Appreciate and invest in self-awareness.
2. Learn the value of and opportunities presented by a liberal arts education.
3. Understand aspects of learning science: metacognition, self-regulated learning, and motivation, as well as academic strategies, policies, and pathways, and the link to utilization of UNC-Chapel Hill resources, including academic advising and career services.
4. Demonstrate the ability to set goals, be planful about pathways, show agency/self-advocacy, and reflect upon learning and oneself.
5. Understand basic mental health, drug and alcohol, and sexual-wellness practices.

FOCUS CAPACITIES

During their Carolina careers, students must take a set of nine Focus Capacity (FC) courses and an Empirical Investigation Lab that introduce and reinforce a broad set of capacities for identifying, discovering, exploring, and acting upon ideas, knowledge, evidence, and argument.

FC courses are substantive courses offered by departments that focus on developing particular capacities through study of their content. The College has taken considerable care to ensure breadth of subject matter and encourage faculty from diverse departments to develop courses for each FC. The capacities themselves are composed of habits of perception, discrimination, and analysis that take distinct form by reference to serious study of a subject. The courses, thus, do not only enable skill acquisition, they bring variety, depth, and transfer to the knowledge a student acquires.

FCs may be introductory or mid-level courses in a disciplinary progression, or they may be on specific topic areas that are not in such a progression. They must be numbered below 600 in the University course-numbering scheme.¹⁶ They must be taught regularly (at least once every two years).

All FC classes entail a comprehensive approach to a substantive topic. Instructors develop classes, assignments, and course assessments to sustain the recurring capacities of inquiry that guide the general education mission. Thus, students in these classes can expect to take on the following challenges, as appropriate, to the course's topic:

- Posing research problems that require systematic thinking about evidence, argument and uncertainty.
- Writing regularly with assignments that total at least 10 pages in length or the intellectual equivalent.
- Presenting material to the class, smaller groups, or the public through oral presentations, webpages, or other digital material that enables corroboration of fact and argument.
- Examining how the field fits in the context of human difference and/or change over time as factors in the theories, assumptions, and facts that shape current ideas, and explaining what accounts for those changes.

By incorporating these elements, FC courses ensure that students encounter a broad array of academic ideas, approaches, and information across the liberal arts, as well as develop crucial capacities for future study and life. These expectations serve to ensure that students encounter multiple courses with these core elements rather than concentrating writing, for example, or collaboration, in a single class. Courses that do not

¹⁶ <http://catalog.unc.edu/courses/course-numbering/>

meet one or more of these recurring capacities must include an explanation of why such inclusion would be inappropriate for the topic area. The General Education Oversight Committee reviews these requests.

Students are required to take one course for each FC, for a total of 27 credits, plus the one-credit lab, for a total of 28 credits in all. A single course may fulfill a maximum of two FCs. Courses fulfilling two FCs must meet all the requirements for both FCs. Students may count a course fulfilling two FCs for only one such requirement. Thus, students must take nine courses and one lab to meet these requirements.

All FC courses must be taken for credit and for a grade. Three credits are required for each, though courses may require additional credit hours. Courses must include substantial attention to the learning outcomes in the capacity or capacities of which they are part; however, as substantive courses in significant areas of academic study, they also accomplish learning outcomes that are not listed in their FCs. For example, an introductory physics and astronomy course might meet the criteria for a Scientific Investigation Focus Capacity but would also include the physics and astronomy material itself.

Any FC course may count toward a major, as well, at the discretion of the academic department or curriculum offering the major.

Here are descriptions of the nine FCs and the lab.

Aesthetic and Interpretive Analysis

Students develop the ability to analyze literature and/or other artistic works, to understand how they relate to the historical circumstances of their creation, and to think critically about the past, present, and future contributions of these works to a shared world.

Questions for Students

1. What is the particular value of aesthetic experience and how does it generate meanings, responses, and acts of reflection?
2. What makes an artistic work different from other forms of expression?
3. How does creative attention to an aesthetic object challenge me to explore new ideas, articulate values, and critically reflect upon art's specific functions in the world?

Learning Outcomes

1. Interpret and critique literary and artistic expression.
2. Analyze literary and artistic works in various contexts (social, political, historical, philosophical, etc.) and with regard to style, period, and the circumstances of composition.
3. Appreciate and understand how aesthetic expression enhances the human experience.

Creative Expression, Practice, and Production

Students engage in individual and collaborative creative exploration, expression, or communication, such as in performance, composition, design, or visual art, or innovation in the development or practice of methods, techniques, or materials for expression or communication.

Questions for Students

1. What is the particular value of aesthetic? What processes and practices can I use to produce meaningful expression or communication with lasting impact?

Learning Outcomes

1. Compose, design, present, or perform a work that is the result of immersion in a creative process using appropriate media, tools, and techniques.
2. Develop the ability to engage in critical analysis of their own and others' creative work.

Engagement with the Human Past

Students acquire knowledge through evidence about human experience in one or more remote eras of the human past and learn to evaluate, synthesize, and communicate that evidence, applying it to their lives in the present.

Questions for Students

1. What events, conflicts, and continuities shaped a remote era of the human past?
2. What is distinctive about historical evidence and argument as a means of understanding?
3. How have people made decisions and acted in the light of historical knowledge?

Learning Outcomes

1. Develop knowledge of recurring patterns, ideas, figures, and events from the remote past.
2. Evaluate primary source documents and/or other historical evidence.
3. Assess conflicting historical narratives based on evidence and methodologies.
4. Generate and evaluate arguments based on the analysis of primary and scholarly sources in historical context.
5. Apply historical knowledge to make informed judgments about the past and the present.

Ethical and Civic Values

Students develop their capacity to think carefully, critically, and fruitfully about how to make and justify private and public decisions.

Questions for Students

1. How can people think fruitfully (individually and together) about how they should live their lives? What is required to judge a standard or value as worthy of support?
2. How should we distinguish between prejudices and reasonable grounds for value judgments?
3. What considerations—what stories, reasons, testimony, and other kinds of evidence—can justify our values and commitments, whether personal or social?

Learning Outcomes

1. Understand the contexts in which questions of justification properly arise. Develop the tools to think through answers to such questions.
2. Assess ethical values in terms of reasons offered; recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value.
3. Explore the differences between personal ethical decisions and those bearing on the public and civic spheres.
4. Examine and evaluate ethical justifications for different ways of organizing civic and political communities.

Global Understanding and Engagement

Students study and engage with global processes shaping the world and its peoples, including those beyond the North Atlantic region (Canada, United States, and Western Europe). They develop deep knowledge of historic or contemporary roles and differential effects of human organizations and actions on global systems.

Questions for Students

1. What forces connect and distinguish the experiences of peoples, societies, and human organization around the world?
2. How can I understand my own worldview in comparison with the worldviews, experiences, and histories of societies beyond the North Atlantic?
3. What connections and differences exist between particular worldviews, experiences, societies, or power structures?
4. What ideas, approaches, and international sources allow scholars to compare societies?

Learning Outcomes

1. Identify the diverse historical, social, and political exchanges that shape nations, regions, and cultural traditions of the world.
2. Translate among contrasting civic cultures, social values, and moral commitments that characterize differences among peoples and societies, including those beyond the North Atlantic region.
3. Recognize how political and economic institutions shape contemporary global relations.
4. Explain human and environmental challenges that transcend national borders.

Natural Scientific Investigation

Students learn how to make and interpret scientific descriptions and explanations of the natural world, practice the skills of scientific inquiry, and evaluate scientific evidence within the contexts of both scientific communities and society.

Questions for Students

1. What rules govern the natural world and how are they discovered, tested, and validated?
2. What is distinctive about the approach to understanding employed in the natural sciences?
3. What challenges are encountered in making measurements of the natural world?
4. What are the limits of investigation in the natural sciences?

Learning Outcomes

1. Demonstrate the ability to use scientific knowledge, logic, and imagination to construct and justify scientific claims about phenomena, including validation through rigorous empirical testing.
2. Analyze and apply the processes that characterize natural scientific inquiries as dictated by the nature of the phenomena and questions at hand. These processes include generating and testing hypotheses or theories; using logic and creativity to design investigations that rigorously test these hypotheses; collecting and interpreting data; making inferences from data that respect measurement error; building and justifying arguments and explanations; communicating and defending conclusions; revising arguments and conclusions based on new evidence and/or feedback from peers, and synthesizing new knowledge into broader scientific understanding.
3. Evaluate science-related claims and information from popular and/or peer-reviewed sources by examining the relationship between the evidence, arguments, and conclusions presented and by assessing consistency with existing knowledge from valid and reliable scientific sources.
4. Identify, assess, and make informed decisions about ethical dimensions of issues generated at the interface between the sciences and society.

Quantitative Reasoning

Students learn to comprehend and apply mathematical concepts in authentic contexts, developing tools for reasoning with data, logic, and quantitative methods.

Questions for Students

1. What is the role of mathematics in organizing and interpreting measurements of the world?
2. How can mathematical models and quantitative analysis be used to summarize or synthesize data into knowledge and predictions?
3. What methodology can we apply to validate or reject mathematical models or to express our degree of confidence in them?

Learning Outcomes

1. Summarize, interpret, and present quantitative data in mathematical forms, such as graphs, diagrams, tables, or mathematical text.
2. Develop or compute representations of data using mathematical forms or equations as models, and use statistical methods to assess their validity.
3. Make and evaluate important assumptions in estimation, modeling, and data analysis of data, and recognize the limitations of the results.
4. Apply mathematical concepts, data, procedures, and solutions to make judgments and draw conclusions.
5. Synthesize and present quantitative data to others to explain findings or to provide quantitative evidence in support of a position.

Power, Difference, and Inequality

Students engage with the histories, perspectives, politics, intellectual traditions, and/or expressive cultures of populations and communities that have been disempowered historically and the structural and historical processes by which that disempowerment has endured and changed.

Questions for Students

1. What are the relevant structures, institutions, ways of thinking, and practices that create, maintain, and change social, economic, and political inequalities?
2. What practices have been implemented, practiced, and institutionalized to address social, economic, and political inequalities?

Learning Outcomes

1. Recognize and acknowledge the relationship between inequality, and social, economic, and political power.
2. Analyze configurations of power and the forms of inequality and bias they produce.
3. Evaluate dynamics of social, economic, and political inequality in relation to specific historical contexts.
4. Interrogate the systemic processes by which forms of inequality are sustained and how these processes have been and are resisted and transformed.

Ways of Knowing

Students learn to question assumptions, categories, and norms that structure their worldviews, understanding the sources and effects of biases. They develop intellectual humility and use evidence and investigation to answer questions. They learn, use, and distinguish strengths and weaknesses of approach(es) to knowledge of the unfamiliar.

Questions for Students

1. What norms and expectations do I take for granted?
2. What categories and concepts frame my assumptions, experiences, and beliefs?
3. What practices of investigation or inquiry best challenge those assumptions and expectations?
4. How can I consider whether my beliefs might be wrong?

Learning Outcomes

1. Recognize and use one or more approach(es) to developing and validating knowledge of the unfamiliar world that mitigate or adjust for preconceptions and biases.
2. Evaluate ways that temporal, spatial, scientific, and philosophical categories structure knowledge.
3. Interrogate assumptions that underlie our own perceptions of the world.
4. Apply critical insights to understand patterns of experience and belief.

Empirical Investigation Lab

One Focus Capacity course must include or be associated with a one-credit Empirical Investigation Lab. In such labs, students participate in measurement, data collection and analysis, and hypothesis testing connected to the course content. An Empirical Investigation Lab is not a separate class. It is a fourth credit attached to another Focus Capacity class. Students learn hands-on techniques for measurement and analysis, including appropriate technical apparatus for these tasks. They learn, understand, and test hypotheses and report on them.

Students learn hands-on techniques for measurement and analysis, including appropriate technical apparatus for these tasks. They learn, understand, and test hypotheses and report on them

Learning Outcomes

1. Take empirical measurements using appropriate apparatus.
2. Understand and test hypotheses.
3. Gather, store, and organize data.
4. Analyze and report on data and hypothesis testing.

INTEGRATION, REFLECTION, AND ACTION

Students must have several experiences during their college careers to reflect upon, deepen, and connect knowledge and capacities.

Research and Discovery

Students must have an experience—whether through a course or another experience—in which they immerse themselves in a research project, incorporating reflection and revision involved in producing and disseminating original scholarship or creative works. Courses (whether Focus Capacity or not) must address all five learning outcomes below, although the time spent on each outcome may be unequal. A Research and Discovery course should have a substantial focus on the learning outcomes, constituting at least one-third of the final course grade or one-third of the course time. Non-course experiences, such as mentored research, should include reflection on each of the five outcomes.

Students immerse themselves in a research project and experience with the reflection and revision involved in producing and disseminating original scholarship or creative works.

Questions for Students

1. How do I establish my point of view, take intellectual risks, and begin producing original scholarship or creative works?
2. How do I narrow my topic, critique current scholarship, and gather evidence in systematic and responsible ways?
3. How do I evaluate my findings and communicate my conclusions?

Learning Outcomes

1. Frame a topic, develop an original research question, and establish a point of view or a hypothesis.
2. Obtain a procedural understanding of how conclusions can be reached in the field and gather appropriate evidence.
3. Evaluate the quality of that the arguments and/or evidence in support of the emerging product.
4. Communicate findings in clear and compelling ways.
5. Critique and identify the limits of the conclusions of the research project and generate ideas for future work.

Global Language

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.

Native speakers of a language other than English (e.g., who attended all or most of high school in the native country and the language of instruction was a language other than English) can satisfy the foreign language requirement with Writing at the Research University (ENGL 105). Experiential speakers (e.g., heritage speakers of Chinese, students

who have lived abroad for an extended period, etc.) can satisfy their requirement with that language if the language is taught at UNC and they place beyond level 3 on a departmentally provided assessment.

Students are strongly encouraged to begin this requirement in their first or second semester.

By way of foreign language study through level 3, students consider the nature and structure of their native language and reflect upon their own cultural norms while gaining functional linguistic proficiency in the language of study, as well as an appreciation for the cultures and worldviews represented.

Learning Outcomes

1. Communicate orally and in writing in a foreign language about a variety of real-life situations with a variety of audiences.
2. Understand oral and written texts in a foreign language on a wide range of topics to discuss everyday life, as well as life in a cross-cultural context.
3. Demonstrate an awareness of perspectives, practices, and ideas associated with the culture(s) of a foreign language.

High-Impact Experience

All students must have one high-impact experience. These are experiences that are novel to the student, substantial in commitment, and intellectual in some way.

There are six main types of high-impact experiential opportunities:

- Active research involvement
- Community service
- Study abroad
- Internships
- Participating in the creation or production of a performance
- Being an undergraduate learning assistant

Other types may be approved by the General Education Oversight Committee (GEOC) if they meet the novel, substantial, and intellectual criteria. Some of these may be experienced through a course to which the instructor explicitly attaches an experiential component, such as:

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

Students may also fulfil their high-impact experience requirement through experiences not directly tied to courses if they meet the novel, substantial, and intellectual criteria.

Examples 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.

Course requirements and non-course opportunities will be approved through the Experiential Education office.

Students enrich and expand their academic study by engaging in compelling applied experiences that transform their learning.

Questions for Students

1. How do things I've learned in the classroom apply to outside settings?
2. How can experiences and observations raise or answer questions in academic settings?
3. How can I meaningfully reflect to help navigate complexities and ambiguities I encounter?

Learning Outcomes

1. Explain the connections between academic studies and outside-the-classroom experiences and observations.
2. Apply knowledge in complex or ambiguous situations.
3. Develop questions from experiences and observations to deepen and extend academic inquiry.

Communication Beyond Carolina

Evidence from surveys of alumni and employers suggests that oral communication, collaboration, and teamwork capacities are very helpful and that students receive little training in these capacities.¹⁷

Similarly, successful citizenship requires careful listening and effective communication in the public sphere.¹⁸ The Communication Beyond Carolina course offers students the opportunity to reflect upon learning from the early portion of their college experience and use this reflection to develop crucial capacities for oral communication, presentation, and discussion in varying contexts with varying audiences. Students build capacities for producing and listening to oral communication across a range of contexts. They learn to persuasively convey knowledge, ideas, and information to multiple audiences and to listen to knowledge, ideas, and information from others.

This three-credit course is ordinarily taken during the junior or senior year, so students will have sufficiently varied learning and experiences to form the basis for the capacity. It may be taught as part of a major or minor, as a standalone course on communication, as a global language course (above level 3), or as an elective. At least 70 percent of the content of the course must be on the capacities and practices of communication and collaboration, understanding and adapting messages to distinct audiences and listening seriously to the messages of others, and taking and offering feedback from peers and audiences. The class must include communication with at least three distinct audiences. At least one of these audiences must be public, i.e., not a purely professional, scientific, or closed group.

¹⁷ Gil, K., and Williford, L. "Results from the 2013 Undergraduate Alumni Survey"; Association of American Colleges & Universities. "Fulfilling the American Dream: Liberal Education and the Future of Work." Washington, DC: AACU, 2018. <https://www.aacu.org/research/2018-future-of-work>

¹⁸ "Verbal empowerment consists of interpretive (or expository) and expressive skills. Civic and political action must begin from a diagnosis of our current situation and move from that diagnosis to a prescription for a response. Such interpretive work... can be done only in and through language." (Allen, Danielle. *Education and Equality*. Chicago: University of Chicago Press, 2016, p. 40). See also Steinberg, K. S., Hatcher, J. A., & Bringle, B. G. (2008). "Civic-Minded Graduate: A North Star."

Michigan Journal of Community Service Learning, 18, 19-33; Englund, T. (2000) "Rethinking democracy and education: Towards an education of deliberative citizens", *Journal of Curriculum Studies*, 32:2, 305-313, DOI: 10.1080/002202700182772; McMillan, J, and Harriger, K. (2002) "College Students and Deliberation: A Benchmark Study", *Communication Education*, 51:3, 237-253, DOI:10.1080/03634520216518.

Students build capacities for producing and listening to oral communication across a range of contexts. They learn to persuasively convey knowledge, ideas, and information to multiple audiences and to listen to knowledge, ideas, and information from others.

Questions for Students

1. How can I create coordinated action between myself and audiences I would like to influence via oral communication?
2. How do I best convey knowledge, ideas, and information effectively to different audiences in situations where oral communication is relevant?
3. How can I best understand the views and ideas of others, both individually and collectively?
4. What are the best ways of strategizing and delivering oral communication for achieving my intended outcomes?

Learning Outcomes

1. Ascertain the expectations, opportunities, and barriers to oral communication in distinct speech situations.
2. Tailor oral communications to different kinds of settings, including individual, small group, and public communication.
3. Tailor oral communications to different levels of expertise (inexpert, informed, and expert), and to varying levels of alignment (resistant, ambivalent, supportive) and distinct contexts.
4. Make informed situation- and audience-sensitive strategic choices in content and delivery.
5. Improve ability to move audiences, as measured by best practices, audience feedback, and instructor feedback.

ePortfolio

Reflection upon and connection among curricular and co-curricular experiences are crucial parts of active education. IDEAs in Action seeks to foster reflection and connection. In order to connect curricular, co-curricular, extracurricular, and advising experiences, all students will have access to and be encouraged to use an electronic portfolio system (ePortfolio). The system will allow students to curate their work and experiences and foster connections between academic and outside experiences. It will also encourage students to reflect on their learning beyond the time and space of the classroom: an essential element of college learning.¹⁹ The ePortfolio system will be maintained centrally.

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

¹⁹ Moos, D.C., and C.A. Stewart. "Technology Uses in Instruction." In *Connecting Self-regulated Learning and Performance with Instruction Across High School Content Areas* (pp. 417-440). Springer, Cham, 2018.; Usher, EL, and DH Schunk. "Social Cognitive Theoretical Perspective of Self-Regulation." In Schunk, D. (Ed.), Greene, J. (Ed.). *Handbook of Self-Regulation of Learning and Performance*. New York: Routledge, 2018.

Campus Life Experience

All students will attend at least two on-campus organized activities, such as performances, lectures, and talks, for each semester they are enrolled on campus. Students may attend more or fewer events in a given semester as long as they attend the total number required during their career at UNC-Chapel Hill. Events that are required for a course the student is taking are eligible to count toward the Campus Life Experience (CLE) requirement.

To be eligible, events must be sponsored by a UNC-Chapel Hill 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 a CLE if they are substantially similar to eligible on-campus events. Attendance will be verified through the ePortfolio, 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 ePortfolios to connect them.

Students experience the artistic, intellectual, and political life of the UNC campus and connect these experiences with their academic work.

Questions for Students

1. How do public and campus events enrich and broaden college learning?
2. How do performances and intellectual talks inspire new ways of interpreting and understanding the world?
3. How do political lectures and debates bridge or illuminate important differences?

Learning Outcomes

1. Attend a diverse set of campus performances, lectures, and events.
2. Interpret performances, lectures, and events in light of academic study.
3. Understand the life of a university campus and its activities outside the classroom.

Lifetime Fitness (LFIT)

To gain facility and knowledge of life-long physical wellness, students must participate in a Lifetime Fitness (LFIT) class. This class combines instruction in and practice of a sports or physical activity along with instruction in physical well-being (exercise and fitness) to promote lifelong fitness.

Students who are members of a varsity athletic team, ROTC, or a similarly University-organized-and-sponsored program combining physical activity with instruction in lifetime fitness are exempted from this requirement. Many students fulfill LFIT in the first year, but it may be taken at any point in the student's college career. It is taken Pass/Fail for one credit.

RULES AND POLICIES

Disciplinary Distribution

All students must take at least one general education course in each of the three major divisions of the College of Arts and Sciences—fine arts and humanities, natural sciences and mathematics, and social sciences. This requirement fulfills Southern Association of Colleges and Schools Commission on Colleges Standard 9.3.C.²⁰

Credit by Examination

Students may substitute up to five by-examination courses for Focus Capacity courses. Course equivalency must be reviewed by the General Education Oversight Committee (GEOC) to determine whether the examination assesses capacities similar to those in the relevant Focus Capacity course.

Students may also substitute by-examination courses (BE/PL credits) for Global Language requirements. Additional by-examination credit may be used for credit or placement outside the general education curriculum but may not be used to substitute for general education courses.

Transfer Credits/Transfer Students: Principles and Practices

In general, students transferring in as sophomores must fulfill all Focus Capacity requirements but not first-year-specific requirements (FYS/FYL, III, U101, and ENGL 105). Students transferring in may transfer FC courses based on equivalencies established by GEOC. Students transferring under the Comprehensive Articulation Agreement (CAA) are exempt from the GE requirements except Global Language..

Governance, Assessment, and Amendment

General Education Oversight Committee

The General Education Oversight Committee (GEOC) will oversee assessment, examine results, and propose curricular change. Committee members will have revolving terms. The committee will comprise:

- Five members of the voting faculty elected by the faculty.
- One member of the voting faculty appointed by dean of the College of Arts & Sciences.
- The chair of the Educational Policy Committee (EPC) or her/his designate from EPC membership.

²⁰ <http://www.sacscoc.org/pdf/2018PrinciplesOfAccreditation.pdf>, page 21-22

- Two undergraduate students appointed by UNC Student Government.
- Curriculum director of The Office of Undergraduate Education.
- The senior associate dean for undergraduate education (ex officio).

The committee will be supported sufficiently to allow ongoing assessment and consideration of innovations in and amendment of the curriculum. The Office of Institutional Research and Assessment (OIRA) will gather and provide appropriate data, as needed, to support the Committee's work.

Upon commencement of the IDEAs in Action Curriculum, the five elected members will be elected in the earliest possible faculty election: two members to two-year terms, two members to three-year terms, and one member to a one-year term. Subsequent members will be elected in the annual faculty election process as terms end. Members may be elected to no more than two consecutive elected terms on the GEOC. New and continuing courses will be reviewed and approved for the curriculum by the GEOC with support from the Office of Undergraduate Curricula.

Periodic Review

The GEOC will oversee periodic review of elements of the general education curriculum, assessing successes and weaknesses and identifying opportunities for improvement.

In general, GEOC membership will decide the order and priority for assessment of elements of the curriculum. However, it will take on the following assessments unless the membership determines these are inappropriate or impractical:

- In the third year following implementation of the general education curriculum:
 - Global language
 - Lifetime Fitness
- In the fourth year following implementation of the general education curriculum:
 - Writing at the Research University
 - III
- In the fifth year following implementation of the general education curriculum:
 - College Thriving
 - Communication Beyond Carolina
- In the sixth year following implementation of the general education curriculum:
 - Full review of the curriculum

Major Articulation

The GEOC will be consulted on any requested changes to majors and will assess the extent to which such changes might threaten or undermine the general education curriculum.

In general, majors may not increase the number of courses required beyond the maximum currently required in their division without a clear and compelling need to do so. These maximums are:

- Fine arts: 12 courses
- Humanities: 11 courses
- Natural sciences and mathematics: 16 courses
- Social and behavioral sciences: 16 courses

Assessment and Data Collection

The OIRA will assist in the ongoing collection of assessment data about courses that are included in the general education curriculum, as well as on the curriculum in general. In part, these data collection efforts will be used to demonstrate that the curricular goals for student learning are being met.

Course Level and Institutional Data about the Curriculum. Assessments will be included within classes and/or outside classes to examine students' success in learning relative to these outcomes. These assessment activities will be developed in consultation with faculty so that they may be easily embedded in course activities and directly evaluate students' learning in the terms of learning outcomes. Assessment activities will be proactive, and may involve mixed methods (qualitative, quantitative, and interpretive) to fully understand how students have developed in and used these capacities.

The goal of course-level assessment as part of the IDEAs in Action Curriculum is to measure students' achievement of these specific capacities for general education. Departments, instructors, and curricula are responsible for assessing the quality of the substantive content beyond these capacities. Additionally, questions will be included in student evaluations of Focus Capacity courses, developed in consultation with course instructors, to identify student perceptions and experiences regarding the identified learning outcomes for those courses.

Curriculum Level. In order to provide a holistic assessment of achievement of the overall curriculum's goals, cohorts of students will be surveyed and interviewed upon entry to Carolina, at the end of their sophomore year, and at the end of their senior year to assess their experiences and perceptions with the groups of capacities outlined in this proposal. In addition, where possible, students' ePortfolios may be used to assess students' experience and intellectual growth through the curriculum.

These cohort assessments will focus on the goals of the IDEAs in Action Curriculum using Association of American Colleges and Universities Value and other applicable rubrics, in collaboration with Carolina Metrics when appropriate. Students may also be asked to voluntarily participate in standardized assessments of student learning, such as the ETS HEIghten exam, in an effort to assess achievement in the capacities.

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, leadership, and lifelong-learning domains.





**COLLEGE OF ARTS
AND SCIENCES**

Office of the Senior Associate Dean for Undergraduate Education
UNC College of Arts and Sciences

Questions/Comments
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