

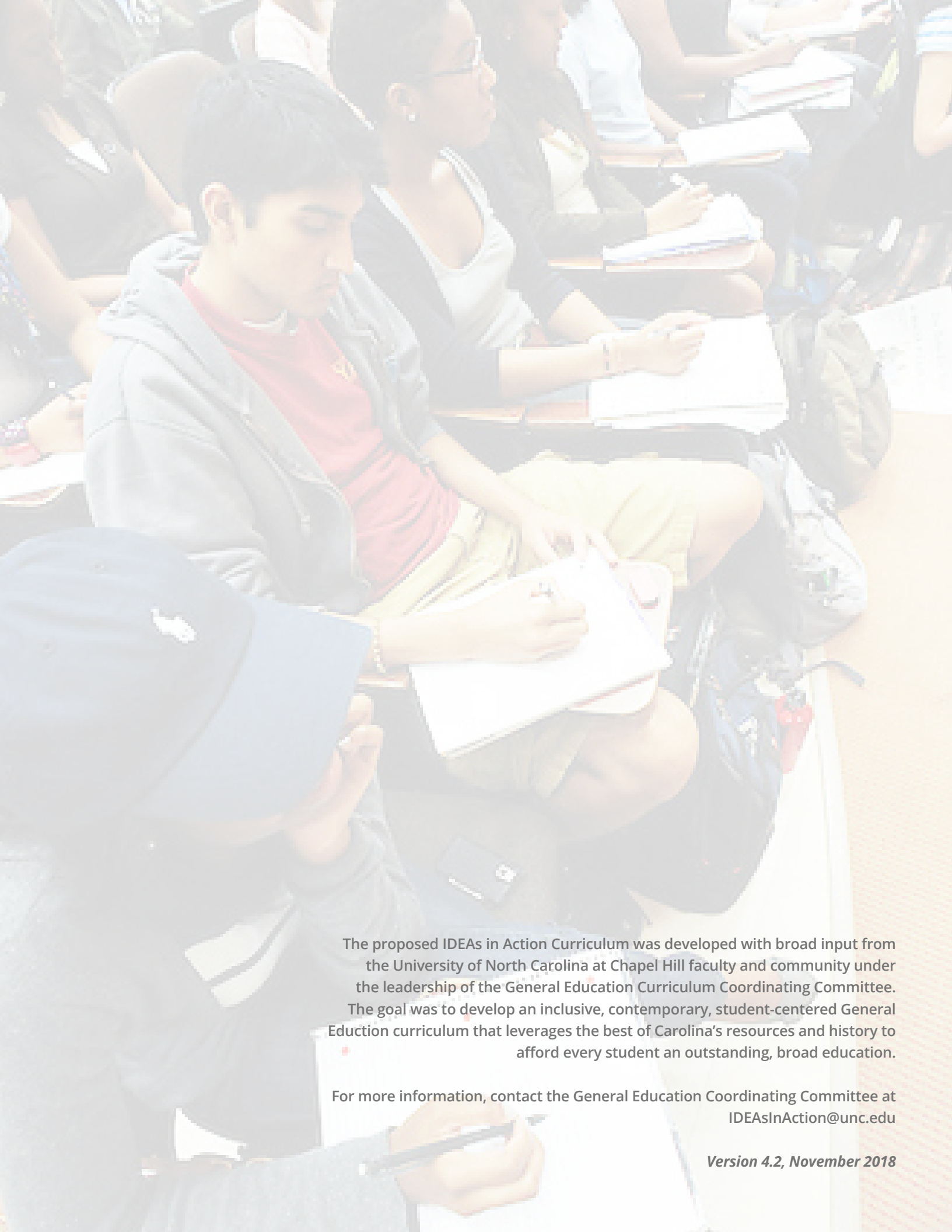
PROPOSAL

IDEAs in Action
CURRICULUM

General Education at the University of North Carolina at Chapel Hill



UNC
COLLEGE OF
ARTS & SCIENCES



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

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INTRODUCTION

The University of North Carolina at Chapel Hill's General Education Curriculum Working Group convened in spring 2016 to lead the development of an inclusive, contemporary, student-centered general education curriculum. The goal of the curriculum revision was to leverage the best of Carolina's resources to afford every student an outstanding, broad education that prepares them for further study, professional success, and responsible citizenship. This proposal outlines the goals, framework, scope, and organizational details of a new general education curriculum, called the IDEAs in Action Curriculum.

General Education

The IDEAs in Action curriculum aims to ensure all students study diverse, rigorous liberal arts and sciences material and use that material to develop their capacity to:

- 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.

The goal of general education at Carolina is to accommodate the needs of the excellent, diverse students who come here, ensuring that their learning, rooted in the liberal arts, prepares them well for further study,¹ as well as for post-graduate lives serving the public as productive employees, entrepreneurs, outstanding citizens, and leaders in a rapidly changing world.

Carolina's students are changing. In the years since UNC-Chapel Hill introduced its current 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 to a great education. Top students come from across the state, country, and world to UNC-Chapel Hill 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 not be possible.

Nevertheless, most students arrive without full knowledge of the array of disciplines, questions, and ideas under discussion or the ways questions are asked and ideas developed.² As part of Carolina's stated commitment to ensuring that all students thrive,³ the IDEAs in Action Curriculum seeks to provide the tools for students to make the best possible use of, and gain

¹A 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>

²<https://nces.ed.gov/pubs2018/2018434.pdf>

³<http://thrive.unc.edu>, <https://chancellor.unc.edu/the-blueprint-for-next/>

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The Ideas
in Action
Curriculum
responds to
a changing
student body.
.....

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, 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 IDEAS IN ACTION CURRICULUM: GOALS, FRAMEWORK, AND SCOPE

Carolina prepares graduates to become lifelong learners, approaching the world with curiosity and open minds. This requires a general education curriculum that instills in its graduates 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, citizens, and leaders in a rapidly changing world.

Through the “IDEAs” approach, students will learn to identify, discover, evaluate, and act through sophisticated study and use these capacities to approach problems and questions in many facets of life.

The IDEAs in Action Curriculum delineates the common set of courses and experiences that all undergraduate students must complete successfully to earn a bachelor’s degree. Students must also complete the requirements for one or more major(s); 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 UNC-Chapel Hill 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 situations, take risks, and be resilient. A Carolina graduate should also be able to communicate these judgments persuasively and effectively in different formats—oral, written, visual, digital—to a variety of audiences and to listen carefully and thoughtfully to the concerns and needs of others.

Rigorous, broad, disciplined inquiry in the liberal arts, actively engaged with challenging new ideas and experiences, is the best way to help undergraduate students develop these capacities. Students will bring these capacities to emerging problems, creating knowledge and innovations in their professional, civic, and private lives.

The liberal arts tradition at the core of Carolina’s curriculum asks students to learn about historical and contemporary questions and controversies in the humanities, arts, and social and natural sciences; act ethically in uncertainty and solve problems; understand diverse perspectives and work across boundaries; conduct research and create knowledge using multiple methods; and communicate and listen effectively. The synergy among these diverse perspectives and approaches to knowledge provides a strong foundation for students to pursue deeper expertise in the major and to engage a wide variety of problems as they arise in different domains of life.

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.

Portable Skills, Capacities, and Tendencies

The IDEAs in Action curriculum is constructed around teaching portable capacities through rigorous study in the liberal arts and sciences. What is a capacity, and why emphasize capacities in general education?

A great liberal arts education is useful beyond the academy.⁴ 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.⁵ Such an education 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.⁶ Thus a big 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.

Preparation for the workplace, nonetheless, does not exhaust the reasons for the emphasis on the liberal arts, particularly in the context of a public university committed, as is Carolina, to public service. The same broad idea applies 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.⁷

There are two dimensions to each of these capacities: the capacity’s importance and its 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.

⁴Gutmann, 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.

⁵Small, Helen. *The Value of the Humanities*. Oxford, UK: Oxford University Press, 2013.

⁶A 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: traits best cultivated through their repeated use in different intellectual contexts—in other words, the liberal arts. 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.”

⁷As 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, *Not for Profit*, Martha Nussbaum (2016) uses the language of capacities to refer to human abilities cultivated through education and useful in many domains beyond the academy.

Meanwhile, the portability (or *transfer*, as the education scholarship calls it⁸) 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.

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 emerge. To maximize portability and demonstrate flexibility, each capacity should be encountered several times in different contexts.⁹

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 contribute to students' overall learning and success.¹⁰

Finally, IDEAs in Action includes an ongoing, faculty-led assessment and amendment process to make sure the framework is working properly, that students are developing the capacities as intended, and that new ideas can be incorporated into the curriculum over time. This makes the curriculum flexible and adaptable while also holding the University accountable for our successes and failures in education. The goal is not to limit students' learning only to the specific learning outcomes that are measured, but to ensure that students are achieving those outcomes at a minimum.

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“...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 emerge.”

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⁸Guthrie, Kathy L., and Kathleen Callahan. “Liberal arts: Leadership education in the 21st century.” *New Directions for Higher Education* 2016.174 (2016): 21-33.

⁹*It Takes More than a Major: Employer Priorities for College Learning and Student Success*. 2013. Washington, DC: Association of American Colleges and Universities and Hart Research Associates. https://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf

¹⁰George D. Kuh, *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); George D. Kuh and Ken O'Donnell, *Ensuring Quality & Taking High-Impact Practices to Scale* (Washington, DC: Association of American Colleges and Universities, 2013).



First Year Requirements

Transitioning to the college experience

FOUR courses (11 credits) anchor all students' first year



Ideas, Information, and Inquiry
3 credits



First-Year Seminar/
First-Year Launch
3 credits

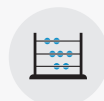


Writing at the
Research University
3 credits



College
Thriving
2 credits

SIX general education, elective, or major-preparation courses (18-24 credits) offer students flexibility to pursue their interests.



Proposed Curriculum

The IDEAs in Action Curriculum includes three areas of emphasis:

- **Focus on the First Year** – a set of special courses and experiences that help students navigate the transition to the college environment and get them ready to take ownership of their education and make the most of the opportunities at Carolina and beyond.
- **Focus Capacity courses** – nine types of courses that teach important capacities through liberal arts and sciences content, bringing depth, breadth, and recurring capacities to students' educational activities.
- **Integration, Reflection, and Action** – a set of experiences that may be fulfilled through various means, curricular and extracurricular, that complement and build upon the learning objectives in the First Year and Focus Capacity courses.

Focus on the First Year

The first year at Carolina is an opportunity for students to learn about new areas they have not yet encountered and to develop key capacities they will use throughout their college career and beyond. The IDEAs in Action Curriculum's Focus on the First Year aims to provide new students with essential practical skills, a broad introduction to inquiry across several different fields, and a focused, small-class experience, all while preserving flexibility for students to pursue their own goals. The first year includes three high-impact practices: a first-year seminar, a writing-intensive course, and a common intellectual experience.

Ideas, Information, and Inquiry (III)

Most students arrive at Carolina without a full understanding of the academic opportunities available to them or the connection between the research and discovery faculty perform and the learning they will do in class. The Ideas, Information, and Inquiry (III) program is designed to capitalize on new students' enthusiasm and curiosity by introducing them to a broad array of scholarly ways of addressing a common theme or idea. Through this breadth, III courses also build fundamental learning skills students will continue to use and develop through their college careers. Overall, III provides students with intellectual breadth and foundational skills as they begin college.

III courses are large (typically 250 students), broadly interdisciplinary courses that introduce students to a wide range of academic subject areas and to four key capacities. III courses are proposed by groups 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 and/or from similarly diverse perspectives in the professional schools, but groups may demonstrate sufficient breadth in other ways. Courses are typically organized around a broad theme that highlights the different approaches among the team (e.g., death and dying, creativity, freedom, natural resources, health). They introduce students to different approaches to that theme, highlighting strengths, weaknesses, and complementarities among those approaches. They introduce students to four key capacities that students will further develop in future study: data literacy, global orientation, principles of evidence, and collaboration.

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 and for a grade. Students may not receive credit for more than one III.

Ideas, Information, and Inquiry: Students learn several different approaches to addressing big questions, fostering foundational skills for future study.

Questions for Students

1. How do different disciplines and scholars address related questions?
2. What new intellectual opportunities are available to me at a research university?
3. How can I use and interpret data and evidence to answer important questions?
4. What do I need to understand to engage with people and institutions outside the United States and around the globe?
5. How can collaborating with others enhance my learning?

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.

First-Year Seminar or First-Year Launch

As students acclimate to study at a large university, opportunities for close connection with a faculty member early and collaborating with other students in a small environment help orient students to intellectual challenge. First-Year Seminars (FYS) provide students with this close contact and small-class experience through in-depth study of a research question, problem, or area of study. First-Year Launch (FYL) courses provide a similar experience through a small, faculty-led section of an introductory course.

First-year students must take a First-Year Seminar or First-Year Launch course. They are strongly encouraged to take a First-Year Seminar (FYS).

First-Year Seminar. First-Year Seminars are small (maximum 24 students) that focus substantially on research and systematic inquiry as practiced by the faculty member(s) and/or disciplines they are part of. 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.

In general, FYSs serve to give students an early experience with a deep dive into a particular big question, problem, or area of study.¹¹ FYS instructors are encouraged to use an electronic portfolio (ePortfolio) system to facilitate student's 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 Hill. They are not open to students who have already completed their first year at UNC-Chapel Hill.

First-Year Launch. Some students may prefer not to take an FYS. Those students are required to take a First-Year Launch (FYL) course instead. A FYL course is an introduction to a discipline/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). Similar 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 (tenured, tenure-track, or fixed-term faculty). FYL courses may be Honors or non-Honors courses and may fulfill a Focus Capacity requirement. They are only open to traditional first-year students, transfer students in their first year at UNC-Chapel Hill, or a combination (students are eligible for a FYL course in the summer before and the summer after their first-year at Carolina).

¹¹Skipper, 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>

They must be taken for credit and for a grade.

First Year Seminar/First Year Launch: Students learn in a focused, small environment.

Questions for Students

1. How can I build productive relationships with faculty and other students?
2. (FYS) How do scholars investigate problems using research and active inquiry?
3. (FYL) What are the foundations of study in a discipline?

Learning Outcomes

1. **Connect** with a faculty member early in the educational process.
2. **Learn** intensively among a small number of similar students.
3. **(FYS) Explore** a specific question or issue in depth.
4. **(FYL) 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 skills course. English 105 will be administered through the English and comparative literature department, but instructors (including graduate students) will be drawn from disciplines across the University to match the breadth of first-year and later academic experiences.

Writing at the Research University: Students learn to study, produce, and share knowledge in varied rhetorical contexts to prepare them to write successfully at a research university and in future professions.

Questions for Students

1. How can writers compose for different purposes, audiences, and professions?
2. How can writers productively engage in processes of drafting, feedback, and revision?
3. How can writers deploy research and inquiry to further communication goals?
4. How can writers respond to conventions and expectations to engage with multiple audiences?

Learning Outcomes

1. **Employ** conventions, genres, and rhetoric practiced in the natural sciences, social sciences, and humanities.
2. **Conduct** research using a variety of academic 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.

College Thriving (EDUC 101¹²)

All students must take Education 101, an introduction to the research, resources, capacities, and practical skills that facilitate thriving in college and beyond. Education 101 is administered through the School of Education, but instructors (including faculty, graduate students and highly skilled staff) are drawn from disciplines and student and academic affairs offices across the University. A professional learning community for instructors provides preparation and support for optimal pedagogy.

The course contributes to students' ability to engage meaningfully in deep learning and equips them with capacities to monitor and foster their own well-being and identify their sense of self, belonging, and contribution to Carolina's community. Taken together, the content empowers all students to take full advantage of the world-class liberal arts education and research university resources that Carolina has to offer. The two-credit-hour course must be taken for a grade.

College Thriving: Students are introduced to learning science and well-being while cultivating skills and foundations for successful college careers.

Questions for Students

1. How can I utilize my strengths to excel in the classroom and connect with others?
2. What is self-regulated learning and how does it impact my motivation and choices around academic pathways?
3. What UNC-Chapel Hill co-curricular and extracurricular resources best match my educational needs?
4. How does science define well-being and what do I need to do to be healthy through college and beyond?

Learning Outcomes


1. **Appreciate** and **invest** in self-awareness.
2. **Learn** the value of and the 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.
4. **Understand** theories of emerging adulthood and wellbeing, and the link to utilization of UNC-Chapel Hill resources, including academic advising, and career services.
5. **Demonstrate** the ability to set goals, be planful about pathways, show agency and self-advocacy, and reflect upon learning and oneself.

¹²During the 2018-19 pilot program, this course is offered as course number EDUC 190.

Focus Capacity Courses

The IDEAs in Action Curriculum focuses on nine capacities that 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.










Students must complete one course fulfilling each Focus Capacity. These courses may be taken at any point in a student's career. The general education experience extends throughout the Carolina student's undergraduate career.



Focus Capacity Course Requirements

Learning specific, portable capacities through sustained liberal arts study

NINE focus capacities, one course each (27 credits)

 <p>Aesthetic and Interpretive Analysis 3 credits</p>	 <p>Creative Expression, Practice, and Production 3 credits</p>	 <p>Engagement with the Human Past 3 credits</p>	 <p>Ethical and Civic Values 3 credits</p>	 <p>Global Understanding and Engagement 3 credits</p>
 <p>Modes of Seeing and Knowing 3 credits</p>	 <p>Power, Difference, and Inequality 3 credits</p>	 <p>Quantitative Reasoning 3 credits</p>	 <p>Scientific Investigation 3 credits</p>	

What are Focus Capacity courses?

Focus Capacity (FC) courses are substantive courses covering a significant area of academic study and devoting substantial attention to developing specific, portable capacities through the study of that area. They 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.¹³ They must be taught regularly (at least once every two years).

Recurring capacities. A few expectations must be part of all FC courses in order to make sure students are exposed recurrently to key capacities. To the extent compatible with the course's topic area, all FC courses must include diverse ideas, approaches, viewpoints, and frameworks relevant to the area of study to allow students to understand how human difference is related to the topic area and allow them to evaluate and adjudicate among legitimate debates in the field. They must engage students in processes of active inquiry, discovery, and gathering and

¹³<http://catalog.unc.edu/courses/course-numbering/>

interpreting evidence, and in developing creativity and sound judgment to reach conclusions under ambiguity and uncertainty. They must require 10 pages of writing, or the intellectual equivalent appropriate to the topic area, as well as digital and/or oral communication and collaboration. They must incorporate changes over time that explain, illuminate, or contextualize the topic area and situate the topic area in global context. Courses that do not meet one or more of these recurring capacities must include an explanation as to why such inclusion would be inappropriate for the topic area. The General Education Curriculum Oversight Committee reviews these requests.

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.

Multiple capacity courses. Courses may fulfill a maximum of two Focus Capacities. A course fulfilling two Focus Capacities must meet all the requirements for both Focus Capacities. Students may count a course fulfilling two Focus Capacities for only one category to ensure exposure to recurring capacities.

All courses must be taken for credit and for a grade. Three credits are required for each, totaling 27 credits. 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 Focus Capacities. 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. Students may substitute up to five by-examination courses for Focus Capacity courses if the appropriate department certifies the examination and score received as an appropriate substitute for a Focus Capacity course.

Aesthetic and Interpretive Analysis. Students develop the ability to analyze works of art, 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 a work of art 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 aesthetic** 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 and expression. This may include immersion in the creative process for performance, composition, design, or visual art, as well as innovation in the development or practice of artistic methods, techniques, or materials.

Questions for Students

1. What are the best processes and practices to produce meaningful expression with lasting impact?

Learning Outcomes

1. **Engage** in imaginative exploration of an idea that leads to a creative work or endeavor.
2. **Compose, design, present, or perform** a work that is the result of immersion in creative process using appropriate media, tools, and techniques.
3. **Develop** the ability to engage in critical analysis of their own and others' creative work.
4. **Recognize** and **understand** the importance and influence of historical context and contemporary culture on the creative process.

Engagement with the Human Past. Students acquire knowledge about human experience in one or more eras and cultures of the human past and learn to evaluate, synthesize, and communicate that knowledge, applying it to their lives in the present.

Questions for Students

1. What events, conflicts, and continuities shaped an era of the human past?
2. What is distinctive about historical thinking 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 past.
2. **Evaluate** primary source documents and/or other media.
3. **Assess** conflicting historical narratives based on evidence and methodologies.
4. **Generate** 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 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 learn to study and engage with societies, cultures, and institutions beyond the United States, developing a critical understanding of the global processes shaping the world and its peoples.

Questions for Students

1. What forces connect and distinguish the experiences of people in different parts of the world?
2. How can I understand my moral views in comparison with the worldviews, experiences, and histories of others?
3. What daily activities, identities, and interests bring me in relation with diverse peoples and places around the world?
4. What ideas, approaches, and international sources allow scholars to compare societies or explore a different time and place?

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 people
3. **Recognize** how political and economic institutions shape the contemporary global relations.
4. **Explain** human and environmental challenges that transcend national borders.
5. **Imagine** alternative approaches to community and belonging rooted in the arts, religion, politics or economic activity of a different place or time.

Modes of Seeing and Knowing. Students learn to question and attain critical distance from the assumptions, categories, and norms that structure their world views, understanding the sources and effects of biases.

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. How do my political, cultural, and other personal assumptions affect my judgments about the world?
4. How does becoming aware of and learning to question my own assumptions influence the ways I understand, analyze, and act?

Learning Outcomes

1. **Analyze** conceptually remote forms of knowing by engaging with language, literature, art, religious, and ethical systems, politics, social arrangements, economies, or technologies.
2. **Evaluate** ways that temporal, spatial, scientific, and philosophical categories structure knowledge.
3. **Interrogate** assumptions that underlie our own perceptions of the world.
4. **Develop** modes of seeing and knowing that mitigate or adjust for preconceptions and biases.
5. **Apply** critical insights to understand patterns of experience and belief.

Power, Difference, and Inequality. Students engage with the histories, perspectives, politics, intellectual traditions, and/or expressive cultures of populations and communities that have historically been disempowered, 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, 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.

Quantitative Reasoning. Students learn to comprehend and apply mathematical concepts in authentic contexts. This capacity presumes that the enrolled students have achieved quantitative literacy. This may be established through appropriate assessment or by completion of a course in quantitative literacy.

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, 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.

Mathematical Literacy Prerequisites for Quantitative Reasoning Capacity

Students must achieve mathematical literacy to succeed in the Quantitative Reasoning Focus Capacity. Mathematical literacy may be demonstrated by successful completion of an approved assessment or completion of a mathematical literacy course incorporating the learning outcomes below.

Mathematical Literacy. Students demonstrate a thorough understanding of concepts and mathematical formulas and equations, rather than rote memorization. For example, they will be able to derive exponential formulas that describe real-world phenomena, rather than memorize the formulas only.

Learning Outcomes

1. **Understand** and **apply** basic calculations (including fractions, percentages, exponents, and radicals), distributive and commutative properties, and basic logic.
2. **Understand** functions and operations, including exponential, logarithmic, and piecewise linear functions.
3. **Manipulate** equations to express them in different ways and/or find solutions.
4. **Qualitatively sketch** basic functions (e.g., linear, quadratic, power laws, exponential, logarithmic).
5. **Solve** word problems that lead to systems of linear (and possibly quadratic) equations in two variables.

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

Questions for Students

1. What is distinctive about the scientific approach to understanding?
2. What are the strengths of the scientific approach to understanding?
3. What are the limits of scientific investigation?

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 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 relationships among 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 science and society.

Integration, Reflection, and Action

Participation in language, curricular, and extracurricular activities helps students build on learning objectives of First Year and Focus Capacity courses.



Integration, Reflection, and Action

Supporting learning objectives with curricular and extracurricular experiences

Global Language
THREE foreign language courses
(9 credits)



Foreign Language
Level 1
3 credits



Foreign Language
Level 2
3 credits



Foreign Language
Level 3
3 credits

Experiential Education
TWO+ high-impact experiences,
including at least one Original Inquiry
and Research Experience (X+ credits)



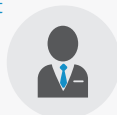
Active Research
Involvement



Community
Service



Study
Abroad



Internship



Performance Creation
or Production



Undergraduate
Learning Assistant

Campus Life Experience
TWO+ UNC-Chapel Hill department,
unit or student organization
activities per semester



Public lectures



Performances



Exhibitions

**Upper-Level
Communication-Intensive**
ONE course, typically taken during
junior or senior year



Upper-Level
Communication-Intensive
3 credits

**Lifetime
Fitness**
ONE course,
taken Pass/Fail

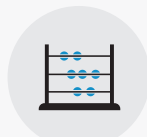


Lifetime Fitness
(LFIT)
1 credit

**Disciplinary
Distribution**
ONE+ course in each major division of
the College of
Arts & Sciences.



Humanities and
Fine Arts



Mathematics and
Natural Sciences



Social
Sciences

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

Global Language. 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 world views represented.

Questions for Students

1. How can I communicate with others in a language other than my own?
2. What ideas and experiences emerge from oral and written texts in a language other than my own?
3. How are other cultures both similar to and different from my own?

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.

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.

Experiential Education

All students will participate in at least two high-impact educational experiences,¹⁴ one of which must be an Original Research and Discovery Experience. They must also engage 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.

Experiential education offers students guided learning experiences in which they apply their

¹⁴Kuh, George, 2008. *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington: AAC&U. <https://secure.aacu.org/imis/ItemDetail?iProduct-Code=E-HIGHIMP&Category=>

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.

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

Some of these may be experienced through a course; others are independent experiences. To qualify as an experiential high-impact opportunity, the experience should be novel to the student, substantial in commitment, and intellectual in some way.

Courses fulfill the requirement of a high-impact experience if they meet one of these criteria:

- 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.
- 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.

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

High-Impact Experiential Education. 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 real-world experiences and observations raise or answer questions in an academic setting?
3. How can I meaningfully reflect on my experiences 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.

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 ePortfolio 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, The Sonja Haynes Stone Center for Black Culture and History, professional schools, centers and institutes, and others to provide opportunities for experiential education.

At least one educational experience must be a Original Inquiry and Research Experience that requires that they be involved in multiple stages of a project beyond a deep dive into a single aspect or stage of such process.

Original Inquiry and Research Experience. 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.

The course or experience must address all five outcomes, although the time spent on each outcome may be unequal. An Original Inquiry and Research Experience 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.

Campus Life Experience

A hallmark of UNC-Chapel Hill 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 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 still 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.

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.

Campus Life Experience. 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 does campus life 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.

Upper-Level Communication-Intensive Course

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.¹⁵

Similarly, successful citizenship requires careful listening and effective communication in the public sphere.¹⁶ The Upper-Level Communication-Intensive 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. The 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.

This course 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

¹⁵Gil, 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>

¹⁶Steinberg, 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.

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.

To support these courses, the College will support a new oral communication center in collaboration with the Learning Center and the Writing Center. The Center for Faculty Excellence will provide expertise from its own staff and from faculty in communication-oriented disciplines (e.g., COMM, DRAM, MEJO) to help instructors develop high-quality courses to meet this requirement.

Upper-Level Communication-Intensive Course. Students will build capacities for producing and listening to oral communication across a range of contexts. They will 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 that 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, and how can I use this knowledge to communicate effectively?
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.

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.

Exempted from this requirements are students who are members of a varsity athletic team, ROTC, or a similarly University-organized and -sponsored program that combines physical activity with instruction in lifetime fitness. Many students take LFIT during their first year. This one-credit course is taken Pass/Fail.

Disciplinary Distribution

All students must take at least one general education course (FYS/FYL, Focus Capacity, Experiential Education, Original Inquiry and Research Experience, or Upper-Level Communication-Intensive) in each of the three major divisions of the College of Arts and Sciences—humanities and fine arts, mathematics and natural sciences, and social sciences. This requirement fulfills Southern Association of Colleges and Schools Commission on Colleges Standard 9.3.C.¹⁷

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 to connect curricular, co-curricular, extracurricular, and advising experience by providing all students access and encouragement 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.¹⁸ 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.

¹⁷<http://www.sacscoc.org/pdf/2018PrinciplesOfAccreditation.pdf> , page 21-22

¹⁸Moos, D.C. and Stewart, C.A., 2018. Technology Uses in Instruction. In *Connecting Self-regulated Learning and Performance with Instruction Across High School Content Areas* (pp. 417-440). Springer, Cham; Usher EL, and Schunk, DH. 2018. 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.

GOVERNANCE, ASSESSMENT, AND AMENDMENT

General Education Curriculum Oversight Committee

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

- 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.
- Two undergraduate students appointed by UNC Student Government.
- Curriculum director of The Office of Undergraduate Education.
- 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 to support the GECOC'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 GECOC. New and continuing courses will be reviewed and approved for the curriculum by GECOC with support from the Office of Undergraduate Curricula.

Periodic Review

GECOC will oversee periodic review of elements of the general education curriculum, assessing successes and weaknesses and identifying opportunities for improvement. In general, GECOC 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:
 - Foreign language
 - Lifetime Fitness
- In the fourth year following implementation of the general education curriculum:
 - Writing at the Research University
 - Ideas, Information, and Inquiry (III)
- In the fifth year following implementation of the general education curriculum:
 - College Thriving
 - Upper-Level Communication-Intensive

- In the sixth year following implementation of the general education curriculum:
 - Full review of the curriculum

Major Articulation

GECOC 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. The maximums are:

- Fine arts—12 courses
- Humanities—11 courses
- Natural science/math—16 courses
- Social and behavioral sciences—16 courses

Assessment and Data Collection

The OIRA will supervise ongoing collection of assessment data on courses included in the general education curriculum, as well as on the curriculum in general.

Course Level

Questions will be added to all student evaluations of Focus Capacity courses to determine student experience with the identified learning outcomes for those courses. 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. 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.

Curriculum Level

Students will be surveyed upon entry, at the end of their sophomore year, and at the end of their senior year to assess 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 Association of American Colleges and Universities Value and other applicable rubrics, when appropriate, and in collaboration with Carolina Metrics. They provide a holistic assessment of achievement of the overall curriculum's goals. In addition, examination of students' ePortfolios, as well as student and graduate interviews, will be used to assess qualitatively students' experience and intellectual growth through the curriculum.

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.

Amendment

Faculty with innovative ideas for implementing the goals of any part of the general education curriculum will propose these innovations to the GECOC, which may endorse 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 GECOC and support of the dean of the College. 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 GECOC to the Educational Policy Committee, which will consider them for support at Faculty Council.

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 as many as five FC courses based on equivalencies established by departments or the College. Students transferring in under the Comprehensive Articulation Agreement (CAA) are exempt from the GE requirements.

Students may substitute up to five by-examination courses for Focus Capacity courses. They 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.

2018-2019 PILOT PROGRAM

During the 2018-19 academic year, several courses will be piloted to understand the opportunities and needs for further development. The pilot courses are:

- Fall 2018:
 - EDUC 190 College Thriving (U101 course)
 - ENGL 292 Depictions of Childhood in Literature and the Visual Arts (FYL)
 - GEOL 101 Planet Earth (FYL)
- Spring 2019:
 - AMST 202 Historical Approaches to American Studies (FYL)
 - BIOL 424 The Creativity of Science (FYL)
 - EDUC 190 College Thriving (U101 course)
 - IDST 190.001 Philosophy, Politics, and Economics (III)
 - IDST 190.002 Death and Dying (III)
 - IDST 190.003 The Idea of Race (III)
 - IDST 190.004 Environment, Intersectionality, and Science Fiction (III)
 - IDST 190.005 Happiness and Well-Being (III)
 - MATH 190 Introduction to Research in Network Data Science (FYL)





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