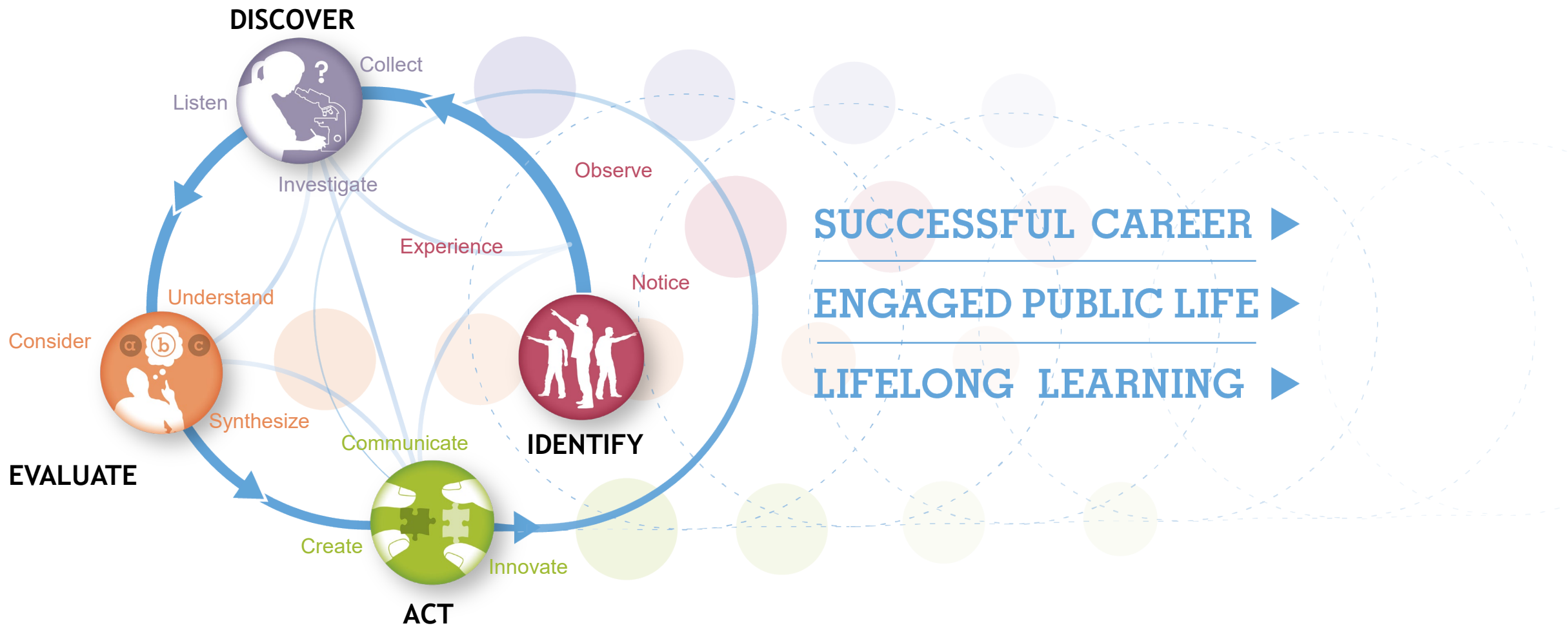


# The IDEAs in Action Curriculum

Faculty Council  
February 8, 2019





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# Liberal Arts Foundations

- Liberal arts general education is key
- How do we combine liberal arts foundation with the goals of general education?
  - Tradition?
  - Devolution?



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# Liberal Arts Foundation: Why?



What is it about the liberal arts that makes them a strong foundation for students?



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# Capacities

- Ways of thinking and doing that can be used in multiple domains
- Not (just) skills
- Not course topics
- Reasons why students should take *this* course
- Help students understand curriculum coherently



# Research on Student Learning

- Changing student body
- Thrive@Carolina
- Far transfer
- Recurrence
- High-Impact Practices



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# Feedback & Response Since November (1/3)

- Global Understanding & Engagement doesn't focus enough on societies beyond the US, Canada, and Western Europe
  - Change language in capacity to emphasize societies beyond the North Atlantic region specifically
- Recurring capacities are too onerous, will hamper faculty teaching quality and flexibility
  - Reduce the recurring capacities list substantially and offer additional flexibility



# Feedback & Response Since November (2/3)

- Too little attention to *natural* science and to hands-on lab learning
  - New capacity is Natural Scientific Investigation; new Empirical Investigation Lab is a fourth credit attached to a particular course.
  - New language in Ways of Knowing; Creative Expression, Practice, and Production emphasizes science pathways
- Too little emphasis on data science
  - New fourth credit on III for Foundations of Data Science; new language in Ways of Knowing emphasizes data science; new language in Quantitative Reasoning emphasizes reasoning with data





# Feedback & Response Since November (3/3)

- Engaging with the Human Past is too broad, doesn't ensure sufficient historical distance
  - Amended the Engaging with the Human Past capacity to require that courses must address a time period that is "remote." Amended the Ways of Knowing capacity to emphasize that study of remote times or places is one way of developing that capacity.
- What are the mechanisms for supporting the curriculum and departments' resources?
  - College will support departments and protect against unforeseen negative consequences
  - Dean Guskiewicz will address this in a letter to Faculty Council



# First Year Foundations (12 credits)

- **First-Year Seminar or First-Year Launch (FYS/FYL)**
  - Small, faculty-taught courses
- **Writing at the Research University (ENGL 105)**
- **Ideas, Information, and Inquiry (III)**
  - Value of disciplinary and interdisciplinary discovery; new fields and approaches
  - Foundational skills: **Data Science**, Global Awareness, Collaboration, Communication
- **College Thriving (EDUC 101/U101)**
  - Collaboration among SOE, CAS, Student Affairs, Advising
  - Self-regulated learning, campus resources, wellness



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# Focus Capacity courses (9 courses, 28 credits)

- Aesthetic & Interpretive Analysis
- Creative Expression, Practice, & Production
- Engagement with the Human Past
- Ethical & Civic Values
- Global Understanding & Engagement
- Natural Scientific Investigation
- Quantitative Reasoning
- Power, Difference, & Inequality
- Ways of Knowing

One Focus Capacity course must carry an Empirical Investigation Lab (1 credit).



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# Focus Capacity courses: Recurring Capacities

- Comprehensive approach to a substantive topic
- Evidence, argument, uncertainty
- Writing regularly (total at least ten pages or the intellectual equivalent)
- Presenting material through oral presentations, webpages, or similar
- Human difference and/or change over time as factors

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 Oversight Committee reviews these requests.



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# Additional Capacities & Characteristics (0+ credits)

- Global Language (0-12 credits)
- May be fulfilled through courses or other experiences:
  - Research and Discovery (0-3 credits)
  - High-Impact Experience (0-3 credits)
  - Communication Beyond Carolina (0-3 credits)
  - Campus Life Experience (0 credits)



## 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.



# 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.





# 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.



# Implementation

- Committee with faculty representation led by OUC
- Goal: Fall 2020 (if feasible)
- Implementation committee will return to FC with any unforeseen problems or necessary amendments
- College has committed to support departments and the curriculum



# Questions, Comments, Feedback

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