



## **Student Learning Outcomes IDEAs in Action General Education Curriculum**

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## Student Learning Outcomes (Current)

### First-Year Foundation: College Thriving

#### Learning Outcomes:

1. Increase and appreciate the significance of self-awareness.
2. Value a liberal arts education.
3. Set goals, plan, and reflect upon learning using aspects of using learning science: metacognition, self-regulated learning, and motivation.
4. Describe academic strategies, policies, and pathways and their link to resources such as academic advising and career services.
5. Reflect on the science of thriving: positive emotion, engagement, meaning, healthy relationships, resilience, stress, and other aspects of well-being.
6. Demonstrate mastery of basic mental health, drug and alcohol, and sexual wellness practices.

### First-Year Foundation: Writing at the Research University

#### 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. Discuss and present research-based arguments and information.
4. Identify how best to use research and evidence in discipline-specific compositions.
5. Compose using written, oral, and multimedia modes.
6. Review and revise one's own work and assist others in revising their work.

### First-Year Foundation: First-Year Seminar

*Last updated 9-23-2022*

#### Learning Outcomes:

1. Connect with a faculty member early in the educational process.
2. Learn intensively among a small cohort of students.
3. Apply methods for how scholars pose problems, discover solutions, resolve controversies, and evaluate knowledge
4. Produce knowledge through self-directed inquiry and active learning.

### First-Year Foundation: First-Year Launch

*Last updated 9-23-2022*

#### Learning Outcomes:

1. Connect with a faculty member early in the educational process.
2. Learn intensively among a small cohort of students.
3. Learn the introductory foundation of a discipline
4. Analyze and communicate issues associated with a broad, introductory topic, covering a wide range of knowledge.

## First-Year Foundation: Ideas, Information, and Inquiry (Triple-I)

1. Gain exposure to the three disciplines and their methods of inquiry.
2. Compare and contrast different ways that scholars address a question, problem, or theme.
3. Understand the power of approaching a topic from multiple perspectives.
4. Learn how different disciplines understand and use data and evidence.

## First-Year Foundation: Global Language

*Last updated 9-23-2022*

### Learning Outcomes:

1. Communicate orally (as appropriate) and in writing in a foreign language about a variety of situations with a variety of audiences.
2. Demonstrate comprehension of oral (as appropriate) and written texts in a foreign language on a wide range of topics to aspects of human experience, as well as life in a cross-cultural context.
3. Apply perspectives, practices, and ideas associated with the culture(s) of a foreign language.

## Focus Capacity: Aesthetic and Interpretive Analysis

### Learning Outcomes:

These are the learning outcomes that are expected of students after completing a course.

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. Explain how aesthetic expression enhances human experience.

### Questions for Students:

These are the types of questions you should be able to answer after completing a course.

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 reveal new ideas, articulate values, and reflect or enact art's functions in the world?

## Focus Capacity: Creative Expression, Practice, and Production

### Learning Outcomes:

These are the learning outcomes that are expected of students after completing a course.

1. Compose, design, build, present, or perform a work that is the result of immersion in a creative process using appropriate media, tools, and techniques.
2. Explain the roles and influences of creativity, technologies, materials, and design processes in the creation of knowledge, expression, and effective solutions.
3. Evaluate their own and others' creative work to demonstrate how critique creates value in creative domains.

### Questions for Students:

These are the types of questions you should be able to answer after completing a course.

1. What processes and practices can I use to produce meaningful expression or effective solutions with lasting impact?
2. How does collaboration and teamwork change or enhance the creative process?
3. How does a design strategy affect or enhance the creation and evaluation of a work of value?

### Focus Capacity: Engagement with the Human Past

#### Learning Outcomes:

These are the learning outcomes that are expected of students after completing a course.

1. Develop knowledge of different spatiotemporal scales, patterns, ideas, figures, and events from the past.
2. Evaluate primary source material and/or other historical evidence of past conditions (e.g., behaviors, events, and social, cultural, economic, and/or political structures); assess divergent or complementary methods, materials, and/or methodologies in interpreting the human past.
3. Assess conflicting historical narratives based on evidence and methodologies.
4. Generate and evaluate arguments based the analysis of primary and scholarly sources.
5. Apply historical methods and knowledge to make informed judgments about the past and the present.

### Questions for Students:

These are the types of questions you should be able to answer after completing a course.

1. What events, conflicts, and continuities shaped an era of the human past?
2. What distinctive kinds of evidence do we use to interpret and understand the human past?
3. How have people made decisions and acted in light of historical knowledge?
4. How does the material and historical past survive in the present and affect our perception of both the past and the present?
5. What conditions and processes shape our approach to the human past?

### Focus Capacity: Ethical and Civic Values

#### Learning Outcomes:

These are the learning outcomes that are expected of students after completing a course.

1. Explain the contexts in which questions of justification arise.
2. Assess ethical values in terms of reasons offered
3. Recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value, evaluating ethical justifications for different ways of organizing civic and political communities.
4. Analyze the differences between personal ethical decisions and those bearing on the public and civic spheres.

### Questions for Students:

These are the types of questions you should be able to answer after completing a course.

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

## Focus Capacity: Global Understanding and Engagement

### Learning Outcomes:

1. These are the learning outcomes that are expected of students after completing a course.
2. Classify and analyze diverse historical, social, and political exchanges that shape nations, regions, and cultural traditions of the world.
3. Translate among contrasting civic cultures, social values, and moral commitments that characterize differences among peoples and societies, including those beyond the North Atlantic region.
4. Assess ways that political and economic institutions shape contemporary global relations.
5. Explain human and environmental challenges that transcend national borders.

### Questions for Students:

These are the types of questions you should be able to answer after completing a course.

1. What forces connect and distinguish the experiences of peoples, societies, and human organization around the world?
2. How can I understand and compare differing worldviews?
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?

## Focus Capacity: Natural Scientific Investigation

*Last updated 3-26-2021*

### Learning Outcomes:

These are the learning outcomes that are expected of students after completing a course.

1. Demonstrate the ability to use scientific knowledge, logic, and imagination to construct and justify scientific claims about naturally occurring phenomena, including validation through rigorous empirical testing.
2. Analyze and apply processes of scientific inquiry as dictated by the phenomena and questions at hand. These include generating and testing hypotheses or theories pertaining to the natural world; using logic and creativity to design investigations to test these hypotheses; collecting and interpreting data about the natural world; making inferences 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 issues at the intersections of the natural sciences and society.

### **Questions for Students:**

These are the types of questions you should be able to answer after completing a course.

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?

### **Focus Capacity: Power, Difference, and Inequality**

#### **Learning Outcomes:**

These are the learning outcomes that are expected of students after completing a course.

1. Recognize 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.

### **Questions for Students:**

These are the types of questions you should be able to answer after completing a course.

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 and institutionalized to address social, economic, and political inequalities?

### **Focus Capacity: Quantitative Reasoning**

#### **Learning Outcomes:**

These are the learning outcomes that are expected of students after completing a course.

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 the estimation, modeling, and 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.

**Questions for Students:**

These are the types of questions you should be able to answer after completing a course.

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?

### Focus Capacity: Ways of Knowing

**Learning Outcomes:**

These are the learning outcomes that are expected of students after completing a course.

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

**Questions for Students:**

These are the types of questions you should be able to answer after completing a course.

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?

### Focus Capacity: Empirical Investigation Lab

**Learning Outcomes:**

These are the learning outcomes that are expected of students after completing a course.

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

### Reflection and Integration: Research and Discovery

**Learning Outcomes:**

These are the learning outcomes that are expected of students after completing a course.



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

#### **Questions for Students:**

These are the types of questions you should be able to answer after completing a course.

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?

#### **Reflection and Integration: High-Impact Experience**

##### **Learning Outcomes:**

These are the learning outcomes that are expected of students after completing a course.

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.

#### **Questions for Students:**

These are the types of questions you should be able to answer after completing a course.

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

#### **Reflection and Integration: Communication Beyond Carolina**

##### **Learning Outcomes:**

These are the learning outcomes that are expected of students after completing a course.

1. Ascertain the expectations, opportunities, and barriers to oral communication in distinct situations.
2. Tailor communications to different kinds of settings, including individual, small group, and public communication.
3. Tailor communications to different levels of expertise (inexpert, informed, 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 measure by best practices, audience feedback, and instructor feedback.

### Questions for Students:

These are the types of questions you should be able to answer after completing a course.

1. How can I engage with audiences through oral communication?
2. How do I best convey knowledge, ideas, and information effectively to different audiences in situations?
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?
5. How can media or digital compositions extend my ability to communicate?

### Reflection and Integration: Lifetime Fitness

*Provided by LFIT program director on 10-18-2022.*

#### Learning Outcomes:

1. Engage in healthy physical activity and nutritional behaviors.
2. Assess your own physical activity and fitness.
3. Design and initiate a personal physical activity plan for aerobic and muscular fitness.
4. Create solutions for overcoming barriers to maintaining lifetime fitness and proper nutrition throughout life.

### Reflection and Integration: Campus Life Experience

#### Learning Outcomes:

These are the learning outcomes that are expected of students after completing this requirement.

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

#### Questions for Students:

These are the types of questions you should be able to answer after completing a course.

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?

## History of Changes

The Student Learning Outcomes for the IDEAs in Action Curriculum were originally approved by Faculty Council on 4-12-2019. All changes were approved by the General Education Oversight Committee (GEOC) and referenced below in track changes.

Date	Requirement
3-26-2021	Focus Capacity: Natural Scientific Investigation
9-23-2022	First-Year Foundation: First-Year Seminar
9-23-2022	First-Year Foundation: First-Year Launch
9-23-2022	First-Year Foundation: Global Language

### Focus Capacity: Natural Scientific Investigation

*Changes approved 3-26-2021.*

#### Learning Outcomes:

These are the learning outcomes that are expected of students after completing a course.

1. Demonstrate the ability to use scientific knowledge, logic, and imagination to construct and justify scientific claims about **naturally occurring** phenomena, including validation through rigorous empirical testing.
2. Analyze and apply processes of **natural**-scientific inquiry as dictated by the phenomena and questions at hand. These include generating and testing hypotheses or theories **pertaining to the natural world**; using logic and creativity to design investigations to test these hypotheses; collecting and interpreting data **about the natural world**; making inferences 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 issues at the intersections of the **natural** sciences and society.

### First-Year Foundation: First-Year Seminar

*Changes approved 9-23-2022*

1. Connect with a faculty member early in the educational process.
2. Learn intensively among a small cohort of students.
- ~~3. Analyze and communicate issues associated with a specific, advanced topic, covering a wide range of knowledge.~~  
**3. Apply methods for how scholars pose problems, discover solutions, resolve controversies, and evaluate knowledge**
4. Produce knowledge through self-directed inquiry and active learning.

## First-Year Foundation: First-Year Launch

*Changes approved 9-23-2022*

1. Connect with a faculty member early in the educational process.
2. Learn intensively among a small cohort of students.
- ~~3. Apply methods for how scholars pose problems, discover solutions, resolve controversies, and evaluate knowledge.~~
- 3. Learn the introductory foundation of a discipline**
4. Analyze and communicate issues associated with a broad, introductory topic, covering a wide range of knowledge.

## First-Year Foundation: Global Language

*Changes approved 9-23-2022*

### Learning Outcomes:

4. Communicate orally **(as appropriate)** and in writing in a foreign language about a variety of **real-life** situations with a variety of audiences.
5. Demonstrate comprehension of oral **(as appropriate)** and written texts in a foreign language on a wide range of topics to ~~discuss everyday life aspects of human experience~~, as well as life in a cross-cultural context.
6. Apply perspectives, practices, and ideas associated with the culture(s) of a foreign language.