

Dear Spring 2024 Triple-I Instructors:

We are so excited that ~2400 of our first-year students will be exploring big ideas with all of you this spring! The courses you have put together will help them develop new conceptual frameworks for problem-solving and recognize the power of using an interdisciplinary approach to critically analyze global issues. Thank you all for the time and effort you have put into course development.

We are here to support you in the implementation of your courses in any way we can. Please reach out with questions about course logistics, organization, student engagement and assessment, etc.

If you were unable to attend the October 18th workshop on best practices for teaching Triple-I courses, the slides are attached.

To make sure you are familiar with policies and best practices for Triple-I courses, please review the information below.

Triple-I Enrollment

Enrollment Policies: First Year Students Only; No Waitlists or Over-Enrollments

- Only first-year students (and transfer students who completed <24 post-high school college course credits at another institution before their first semester here) may enroll in Triple-I.
- Your classes are currently scheduled with 300 seat caps.
- Triple-I courses do not have waitlists, and we cannot admit students into classes beyond the enrollment cap capacity. We cannot accommodate over-enrollments.
- Wave 2 Registration Process: Many first-year Wave 2 registration appointments begin Mon, 11/13 or Tue, 11/14. You may see a pick-up in registration activity and questions during that time.
- Students will not be able to enroll in a Triple-I course after the 5th day of classes, 1/17/23.
- Your class roster might list students in your Triple-I course as sophomores or juniors. This is due to new students arriving with by-exam and transfer credit; they are all still first-years.
- If a student is having difficulty enrolling in a Triple-I with open seats and reaches out to you, they can check the FAQ page (see Registration and Credit section) for answers to common enrollment questions or contact triple-i-inquiries@unc.edu.

Data Literacy Lab

- Alongside your Triple-I course, each student will take an asynchronous, remote Data Literacy Lab (e.g., Triple-I = IDST 115-001; Data Lit Lab = IDST 115L-401). These courses are taught and graded by an independent instructor team.
- **Please show the attached slide about the data literacy course during the first week or so of your class to ensure that students understand that it is a separate course and how to best access information about that course.**
- Students with issues enrolling in the Data Literacy Lab can check the [FAQ](#) page or contact triple-i-inquiries@unc.edu. If you have questions about the content or structure of the Labs, contact [Caitlin Smith](#), the Data Literacy Program Director. Caitlin will also be reaching out to you during the first week of classes to schedule a time to come in and speak to students.

Teaching & Assessment

Classrooms

- Your class is scheduled in one of the following large classrooms: Genome Science G100 (426 seats), Hamilton 100 (403 seats), or Stone Center 103 (353 seats).
- You can preview your classroom [here](#). You can also schedule a [demo](#) with Classroom Hotline prior to teaching to acquaint yourselves with the technology in your assigned classroom. If you are unfamiliar with the room, we recommend this step since audio and presentation features may be unique to some of these rooms.

Syllabus Guidelines and Template

- The Office of Undergraduate Curricula has a [webpage](#) with resources to help you design your syllabus, including a list of required syllabus components, a syllabus template, and sample statements for all of the required policies.
- As with all undergraduate courses, please share the course syllabus with students by the first day of class and make sure to upload a copy to the Online Syllabus Manager ([OSM](#)) application for archiving purposes. Only one instructor from your teaching team needs to upload the syllabus to the OSM.

Evaluations: Early Survey; Late Reflection; Regular Evals

- All Triple-I courses will be evaluated three times. The first will be an early evaluation covering early expectations of the course. I will be in touch with you about this.
- The second will be a Reflection Exercise during the last week of the semester. I will be in touch with you about this.
- The third will be the usual electronic Student Evaluations of Teaching (SET) distributed to all students in all courses during the last two weeks of classes.
- In addition, office of undergraduate curriculum staff may observe your class over the course of the semester.

Triple-I Instructor Support

The logistics of managing large-enrollment courses with multiple instructors can be overwhelming. I would love to work with you. Please email me at mfplenge@unc.edu to:

- Start a discussion about pedagogy or course logistics
- Schedule a meeting with me
- Request I attend a weekly instructor meeting on your own schedule.
- Let me know if there are specific dates you would prefer for me to come to observe your class.

In addition, we would be happy to host trainings or ask CFE to host professional development opportunities based on your needs. Please let me know if you are interested in any of the ideas below, or if you have other ideas for professional development:

- **Classroom walkthrough** prior to the start of the semester
- **Canvas Workshop** for Triple-I instructors and/or TAs.
- **Active Learning** in large enrollment classes
- **Poll Everywhere** in large enrollment classes

Questions and Help

- Triple-I Policies and Procedures
- Students with registration questions: FAQ page ("Registration and Credit" section)
- Student eligibility questions: Ben Haven

Thank you for your careful attention to the above points. We really appreciate your efforts on behalf of our students and encourage you to reach out to our team for support throughout the semester.

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Megan F. Plenge, PhD
Teaching Associate Professor
Department of Earth, Marine and Environmental Sciences
Director of the Triple-I Program
Office of Undergraduate Curriculum
University of North Carolina at Chapel Hill
Mitchell Hall 105
<https://emes.unc.edu/people-indiv/megan-f-plenge/>