

# IDEAS IN ACTION CURRICULUM

## Summary

The IDEAs in Action curriculum empowers students to shape their own educational path, while providing a solid foundation that fosters intellectual growth. This curriculum prepares students for their journey at Carolina and their future roles as leaders, creative problem-solvers, lifelong learners, and engaged citizens. For additional information, visit the IDEAs in Action website (<https://ideasinaction.unc.edu/>).

The IDEAs in Action curriculum applies to all first-year students and transfer students who enroll as degree-seeking undergraduates in fall 2022 or later. The requirements outlined in the Catalog are specifically for students beginning their studies at Carolina in fall 2025.

- *Students who entered the University between fall 2022 and spring 2025 should adhere to the IDEAs in Action requirements as detailed in the archived editions (<https://catalog.unc.edu/archives/>) of the Catalog.*
- *Students who enrolled before fall 2022 are required to follow the Making Connections General Education curriculum. Information and approved courses are available in archived editions (<https://catalog.unc.edu/archives/>) of the Catalog.*

The IDEAs Approach:

- Identify pressing questions, problems, and issues
- Discover ideas, evidence, and methods that inform these questions
- Evaluate these ideas, evidence, and methods
- Act on the basis of these evaluations

## First Year Foundations: Start Strong!

The First-Year Foundations are a set of specialized courses and experiences designed to help students navigate their transition to college, take ownership of their education, and fully engage with the opportunities at Carolina. Students are required to complete the First-Year Foundation requirements within their first academic year on campus (two semesters), with the exception of Global Language. Students are strongly encouraged to begin their Global Language coursework during their first year.




## Focus Capacities: Design Your Course of Study!

Students take one course for each of the nine Focus Capacity areas (3 credits each) along with a one-credit Empirical Investigation Lab. Focus Capacity courses introduce and develop key skills for identifying, discovering, evaluating, and acting upon ideas, knowledge, evidence, and argument. These courses are designed to build a broad set of capacities to equip students for intellectual and practical challenges.

## Reflection & Integration: Put Your Learning into Action!

As students move through the IDEAs in Action curriculum, they are encouraged to apply their growing capacities through concrete experiences. These opportunities help students reflect upon their learning, deepen their understanding, and integrate their knowledge in meaningful ways.

## Requirements

Code	Title	Hours
<b>First-Year Foundations</b>		
IDST 101	 College Thriving <sup>H, 1</sup>	1
IDST 111L	 Data Literacy Lab <sup>1</sup>	1
First-Year Seminar or First-Year Launch ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/first-year-seminars-launches/">https://catalog.unc.edu/undergraduate/ideas-in-action/first-year-seminars-launches/</a> ) <sup>1</sup>		3-4
ENGL 105	 English Composition and Rhetoric <sup>1</sup>	3
Global Language through level 3 ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/global-language/">https://catalog.unc.edu/undergraduate/ideas-in-action/global-language/</a> ) <sup>2, §</sup>		varies
<b>Focus Capacities</b>		
1. Aesthetic and Interpretive Analysis ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/aesthetic-interpretive-analysis/">https://catalog.unc.edu/undergraduate/ideas-in-action/aesthetic-interpretive-analysis/</a> )		3
2. Creative Expression, Practice, and Production ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/creative-expression/">https://catalog.unc.edu/undergraduate/ideas-in-action/creative-expression/</a> )		3
3. Engagement with the Human Past ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/human-past/">https://catalog.unc.edu/undergraduate/ideas-in-action/human-past/</a> )		3
4. Ethical and Civic Values ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/ethical-civic-values/">https://catalog.unc.edu/undergraduate/ideas-in-action/ethical-civic-values/</a> )		3
5. Global Understanding and Engagement ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/global-understanding/">https://catalog.unc.edu/undergraduate/ideas-in-action/global-understanding/</a> )		3
6. Natural Scientific Investigation ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/natural-scientific/">https://catalog.unc.edu/undergraduate/ideas-in-action/natural-scientific/</a> )		3
7. Power and Society ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/power-society/">https://catalog.unc.edu/undergraduate/ideas-in-action/power-society/</a> )		3
8. Quantitative Reasoning ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/quantitative/">https://catalog.unc.edu/undergraduate/ideas-in-action/quantitative/</a> )		3
9. Ways of Knowing ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/ways-of-knowing/">https://catalog.unc.edu/undergraduate/ideas-in-action/ways-of-knowing/</a> )		3
One Focus Capacity course must include or be associated with a one-credit lab:		
Empirical Investigation Lab ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/lab/">https://catalog.unc.edu/undergraduate/ideas-in-action/lab/</a> )		1
<b>Reflection and Integration</b>		
Research and Discovery ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/research-discovery/">https://catalog.unc.edu/undergraduate/ideas-in-action/research-discovery/</a> ) (one course) <sup>3, §</sup>		1-3
High-Impact Experience ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/high-impact/">https://catalog.unc.edu/undergraduate/ideas-in-action/high-impact/</a> ) or a second Research and Discovery ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/research-discovery/">https://catalog.unc.edu/undergraduate/ideas-in-action/research-discovery/</a> ) (one course) <sup>3</sup>		1-3
Communication Beyond Carolina ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/communication-beyond/">https://catalog.unc.edu/undergraduate/ideas-in-action/communication-beyond/</a> ) (one course) <sup>4, §</sup>		3
Interdisciplinary ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/interdisciplinary/">https://catalog.unc.edu/undergraduate/ideas-in-action/interdisciplinary/</a> ) (one course) <sup>†</sup>		3
Lifetime Fitness ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/lifetime-fitness/">https://catalog.unc.edu/undergraduate/ideas-in-action/lifetime-fitness/</a> ) <sup>5, §</sup>		1
Campus Life Experience ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/campus-life-experience/">https://catalog.unc.edu/undergraduate/ideas-in-action/campus-life-experience/</a> ) (2 events every semester for full-time students) <sup>§</sup>		
<b>Additional Requirements</b>		
Foundations of American Democracy ( <a href="https://catalog.unc.edu/undergraduate/ideas-in-action/foundations-american-democracy/">https://catalog.unc.edu/undergraduate/ideas-in-action/foundations-american-democracy/</a> ) <sup>†</sup>		3
Requirements for a major ( <a href="https://catalog.unc.edu/undergraduate/programs-study/">https://catalog.unc.edu/undergraduate/programs-study/</a> )		varies

Disciplinary Distribution (see below) ---

Supplemental General Education (<https://catalog.unc.edu/undergraduate/ideas-in-action/supplemental-general-education/>) (for BA degrees only) <sup>§</sup> varies

H Honors students may use HNRS 101 to fulfill the College Thriving requirement.

<sup>1</sup> Must be completed during the first academic year on campus (two semesters).

<sup>2</sup> Some majors require additional levels. Students are strongly encouraged to begin Global Language during their first year.

<sup>3</sup> The same course or experience may not be counted for both the Research and Discovery and the High-Impact Experience requirements.

<sup>4</sup> Students in the **2025–2026 cohort class** and the **2024–2025 cohort class** must earn credit for a Communication Beyond Carolina course to fulfill this requirement. Students in previous cohorts may fulfill this requirement by earning credit for a Communication Beyond Carolina course from the IDEAs in Action curriculum or by earning credit for a Communication-Intensive course from the Making Connections curriculum.

<sup>5</sup> Varsity student athletes who participate in a sport for at least one semester are exempt from this requirement. ROTC students who participate in the program for at least one semester are exempt from this requirement. These students still have the option to take an LFIT course.

† New requirement for students starting at Carolina in fall 2025 or after.

§ Classified as a degree requirement. Not covered under the North Carolina Community College Comprehensive Articulation Agreement (CAA).

## Disciplinary Distribution

All students are required to complete at least one general education course from each of the three major divisions within the College of Arts and Sciences (<https://catalog.unc.edu/undergraduate/departments/#bydivisiontext>):

1. Fine Arts and Humanities
2. Natural Sciences and Mathematics
3. Social Sciences and Global Programs

These courses may be fulfilled through any of the following categories:

- FY-Seminar/FY-Launch
- Focus Capacity
- Research and Discovery
- High-Impact Experience
- Foundations of American Democracy

## Additional Policies

- Courses used to satisfy IDEAs in Action requirements may not be declared Pass/Low Pass/Fail. This includes level 1, level 2, and level 3 language courses being used to fulfill the Global Language (through level 3) requirement. Note that IDST 101, all Lifetime Fitness courses, some Research and Discovery courses, and some High-Impact Experience courses are only offered as Pass/Low Pass/Fail.
- Students may take and receive credit for only one First-Year Seminar or First-Year Launch course.

• All First-Year Foundation requirements must be satisfied by taking courses at UNC–Chapel Hill, with three exceptions:

- UNC faculty-led First-Year Seminars awarding UNC graded credit in study abroad programs may be used to satisfy the First-Year Seminar requirement.
- ENGL 105 may be satisfied with transfer credit, but not with by-examination (BE) credit.
- Global Language may be satisfied with college transfer credit, UNC language placement test credit (PL), by-examination (BE) credit, or from prior educational experience. Additional information can be found in this catalog (<https://catalog.unc.edu/policies-procedures/credit-evaluation/#text>) and on the Language Placement website (<https://languageplacement.unc.edu/>).

• Students must maintain continuous enrollment in Global Language courses until they have completed the requirement. See "Continuous Course Enrollment (<https://catalog.unc.edu/policies-procedures/registration-enrollment-withdrawal/#text>)" section in this catalog.

• Students are not permitted to drop ENGL 100, ENGL 105, or Global Language levels 1 through 3 being used to fulfill the IDEAs in Action requirement after the second week of the semester, unless approved by a dean in the Academic Advising Program. See "Continuous Course Enrollment (<https://catalog.unc.edu/policies-procedures/registration-enrollment-withdrawal/#text>)" section in this catalog.

• The degree programs in Clinical Laboratory Science (<https://catalog.unc.edu/undergraduate/programs-study/clinical-laboratory-science-major-bs/>), Dental Hygiene (<https://catalog.unc.edu/programs-study/dental-hygiene-major-bs/>), Nursing (<https://catalog.unc.edu/undergraduate/schools-college/nursing/>), and Radiologic Science (<https://catalog.unc.edu/programs-study/radiologic-science-major-bs/>) require at least six of the nine Focus Capacities (plus lab). If a student pursues a different second major, then all nine Focus Capacities (plus Lab) are required.

• Transfer students from the Carolina Global Launch (<https://admissions.unc.edu/apply/special-opportunities/carolina-global-launch/>) program may use the experience to fulfill the High-Impact Experience requirement.

## Overlapping/Double Counting Rules

A single course may be used to fulfill multiple IDEAs in Action requirements, with the following exceptions:

- Some courses are approved for two (2) Focus Capacity requirements. However, a single course may be used to fulfill only one Focus Capacity requirement. In other words, students must complete nine (9) courses for the nine (9) Focus Capacity requirements.
- A Focus Capacity course may not double count with a Supplemental General Education course.
- The same course may not be used to fulfill both the Research and Discovery requirement and the High-Impact Experience requirement.

## First-Year Foundations

### College Thriving (FY-THRIVE)

#### 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.

### Writing at the Research University (FY-WRITING)

#### 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 Seminar/First-Year Launch (FY-SEMINAR & FY-LAUNCH)

#### Learning Outcomes (First-Year Seminar)

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.

#### Learning Outcomes (First-Year Launch)

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

Approved FY-SEMINAR & FY-LAUNCH (<https://catalog.unc.edu/undergraduate/ideas-in-action/first-year-seminars-launches/>) courses.

### Data Literacy Lab (FY-DATA)

#### Learning Outcomes

1. Demonstrate understanding of the essentials of computer architecture and data security.
2. Recognize how data is collected, manipulated, and accessed.
3. Interpret analyzed data to make meaningful conclusions.
4. Identify the ethical challenges that arise when working with data and their impact on society.

## Global Language (GLBL-LANG)

### 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.

Approved GLBL-LANG (<https://catalog.unc.edu/undergraduate/ideas-in-action/global-language/>) courses.

## Focus Capacities

Every Focus Capacity course includes the following recurring capacities:

1. Writing, totaling at least 10 pages in length or the intellectual equivalent
2. Presenting material to the class, small groups, or the public through oral presentations, webpages, or other means that enable corroboration of fact and argument
3. Collaborating in pairs or groups to learn, design, solve, create, build, research, or similar.

## Aesthetic and Interpretive Analysis (FC-AESTH)

### 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?

Approved FC-AESTH (<https://catalog.unc.edu/undergraduate/ideas-in-action/aesthetic-interpretive-analysis/>) courses.

## Creative Expression, Practice, and Production (FC-CREATE)

### 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?

Approved FC-CREATE (<https://catalog.unc.edu/undergraduate/ideas-in-action/creative-expression/>) courses.

## Engagement with the Human Past (FC-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?

Approved FC-PAST (<https://catalog.unc.edu/undergraduate/ideas-in-action/human-past/>) courses.

## Ethical and Civic Values (FC-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?

Approved FC-VALUES (<https://catalog.unc.edu/undergraduate/ideas-in-action/ethical-civic-values/>) courses.

## Global Understanding and Engagement (FC-GLOBAL)

### Learning Outcomes

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

1. Classify and analyze 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. Assess ways that political and economic institutions shape contemporary global relations.
4. 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?

Approved FC-GLOBAL (<https://catalog.unc.edu/undergraduate/ideas-in-action/global-understanding/>) courses.

## Natural Scientific Investigation (FC-NATSCI)

### 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.

*The General Education Oversight Committee approved changes to the learning outcomes on 3-26-2021.*

### 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?

Approved FC-NATSCI (<https://catalog.unc.edu/undergraduate/ideas-in-action/natural-scientific/>) courses.

## Power and Society (FC-POWER)

### Learning Outcomes

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

1. Analyze configurations of social, economic, and political power and how they influence the functioning of societies and forms of inequality.
2. Examine how the organization of social, economic, and political systems affects the distribution of resources, opportunities, and influence within societies.
3. Interrogate the processes by which such systems are established, sustained, and at times challenged and changed in specific historical contexts.

*The Administrative Boards of the College of Arts and Sciences approved changes to the learning outcomes on 4-25-2025.*

### 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?

Approved FC-POWER (<https://catalog.unc.edu/undergraduate/ideas-in-action/power-society/>) courses.

## Quantitative Reasoning (FC-QUANT)

### 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?

Approved FC-QUANT (<https://catalog.unc.edu/undergraduate/ideas-in-action/quantitative/>) courses.

## Ways of Knowing (FC-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?

Approved FC-KNOWING (<https://catalog.unc.edu/undergraduate/ideas-in-action/ways-of-knowing/>) courses.

## Empirical Investigation Lab (FC-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.

Approved FC-LAB (<https://catalog.unc.edu/undergraduate/ideas-in-action/lab/>) courses.

## Reflection and Integration Research and Discovery (RESEARCH)

### 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?

Approved RESEARCH (<https://catalog.unc.edu/undergraduate/ideas-in-action/research-discovery/>) courses.

## 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?

Approved High-Impact Experiences (<https://catalog.unc.edu/undergraduate/ideas-in-action/high-impact/>).

## Communication Beyond Carolina (COMMBEYOND)

### 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 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, 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?

Approved COMMBEYOND (<https://catalog.unc.edu/undergraduate/ideas-in-action/communication-beyond/>) courses.

## Interdisciplinary Requirement

### Learning Outcomes

1. Compare and contrast the questions and methods multiple disciplines might use to gain a more complete understanding of the central class theme.
2. Explain how an interdisciplinary approach changes our ability to solve problems and form understandings of complex topics.
3. Synthesize knowledge and processes from multiple disciplines to solve problems and/or generate new ideas relating to the course's central theme.

## Questions for Students

1. How are the concepts and methods discussed in class interconnected and useful in understanding the central course theme?
2. What questions might scholars from different fields pose regarding a complex global problem?
3. Why is interdisciplinary knowledge useful in solving complex global problems?
4. How does an interdisciplinary approach change our ability to pose questions and analyze data?

Approved INTERDISCI (<https://catalog.unc.edu/undergraduate/ideas-in-action/interdisciplinary/>) courses.

## Lifetime Fitness (LIFE-FIT)

### Learning Outcomes

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

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.

Approved LIFE-FIT (<https://catalog.unc.edu/undergraduate/ideas-in-action/lifetime-fitness/>) courses.

## 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?

## Additional Requirements

### Foundations of American Democracy

#### Learning Outcomes

1. Identify and analyze the political, historical, and cultural impact of founding documents on governance and democracy in America.
2. Identify and analyze the political, historical, and cultural impact of key milestones in American history on the evolution of democratic republicanism in America.

3. Evaluate key concepts, principles, arguments and contexts in founding documents of the American republic, including the United States Constitution, the Declaration of Independence and a representative selection of the Federalist Papers. *[BOG outcome #1]*
4. Evaluate key milestones in progress and challenges in the effort to form “a more perfect Union,” including the arguments and contexts surrounding the Gettysburg Address, the Emancipation Proclamation, and the Letter from Birmingham Jail, as well as other texts that reflect the breadth of American experiences. *[BOG outcome #2]*

If you applied to UNC as a transfer student, there are a few elements of the IDEAs in Action curriculum that are different for you.

If you completed 24 or more credits at another institution (earned after graduating from high school), you are exempt from the following 3 First-Year Foundation requirements (and you may not enroll in these classes):

1. College Thriving
2. First-Year Seminar/First-Year Launch
3. Data Literacy Lab

All other IDEAs in Action requirements must be fulfilled, including ENGL 105 and Global Language (<https://catalog.unc.edu/undergraduate/ideas-in-action/global-language/>) from the First-Year Foundations.

## Transfer Students from a North Carolina Community College

If you earned an associate's degree from a North Carolina community college and qualify under the Comprehensive Articulation Agreement (CAA), all IDEAs in Action requirements are satisfied, with the following exceptions, which are degree requirements:

- Global Language
- Research and Discovery
- Communication Beyond Carolina
- Lifetime Fitness
- Campus Life Experience (for the semesters at UNC)
- Supplemental General Education (BA degree only)

If you receive equivalent course credit, you may use the transfer credit to fulfill any of the requirements listed above.

## First-Year Students from a North Carolina Early College

If you were admitted as a first-year student and earned an associate's degree from a North Carolina early college (Cooperative Innovative High School) and qualify for the Comprehensive Articulation Agreement (CAA), all IDEAs in Action requirements are satisfied, with the following exceptions, which are degree requirements:

- Global Language
- Research and Discovery
- Communication Beyond Carolina
- Lifetime Fitness
- Campus Life Experience (for the semesters at UNC)
- Supplemental General Education (B.A. degree only)

If you receive equivalent course credit, you may use the transfer credit to fulfill any of the requirements listed above.

Although not required, as a first-year student you may elect to enroll in IDST 101, IDST 111L, and a FY-Seminar or FY-Launch (<https://>

catalog.unc.edu/undergraduate/ideas-in-action/first-year-seminars-launches/) course.

## Contact Information

Visit Program Website (<https://ideasinaction.unc.edu/about/contact/>)