

UNC University Honors Program
Student Learning Outcomes
Established in catalog year 2024-2025

1. Problem Solving using Creative and Critical Thinking (ILOs 1.b, 1.d., 3.a.)

Apply critical thinking to analyze, integrate, and evaluate information. Offer novel or innovative ways of solving problems. Demonstrate ability to see and speak about ambiguities and complexity of issues.

Introductory

- Describe an issue to be explored or analyzed. (1.b.)
- Clearly present relevant evidence from credible sources to support a larger argument. (1b)
- Offer conclusions reflecting a clear understanding of the implications and consequences of the findings presented. (1.b.)
- Frame an issue, problem, or controversy within a field of study (3a)

Developing:

- Use quantitative analysis as the basis for deep and thoughtful judgments and conclusions. (1.d)
- Describe assumptions and provide compelling explanation for why assumptions are appropriate. (1.d.)
- Evaluate competing perspectives on an issue, problem, or controversy. (3.a.)
- Present a reasoned analysis of an issue that demonstrates multiple perspectives. (3.a.)

Advanced:

- Explore multiple paradigms to analyze problems and issues.
- Seek out divergent or innovative approaches to problem solving with an eye for creative potentialities.
- Make connections between multiple perspectives while demonstrating self-awareness through evaluative conversations regarding the process.
- Approach problems with a reflective consideration of possible outcomes.
- Synthesize ideas grounded in principles of self-authorship and agency.

2. Analytic Inquiry through Integrative learning (ILOs 3.d., 4.a)

Questions, connects and extends knowledge from one's own academic focus to the world beyond UNC. Integrates multiple disciplinary lenses when considering issues or developing creative endeavors.

Introductory:

- Describe the major theories and methods of inquiry for research or inspirational frameworks for creative endeavors in own field of study. (4.a.)
- Articulate research questions and their connection to research methods or connect lines of thought with their connection to creative endeavors.

Developing:

- Link knowledge or skills acquired in work, community, or research activities with knowledge acquired in one or more fields of study. (3.d)
- Evaluate the effects of learning outside the classroom on the research or practical skills employed in executing a class assignment. (3.d)
- Investigate complex problems using theories and methods of inquiry from the field of study. (4.a.)
- Hone ideas for research based on the connections between own lived experiences and field of study.

Advanced:

- Synthesize connections and explain divergences between information gleaned from classroom setting and practical/worldly applications of that information.
- Develop original research or creative projects that infuse aspects and nuances from previous studies/previous creative works, while also producing an original or novel design for the student's work.
- Explore alternative strategies and methods and alternative disciplinary approaches, to research problems, identifying the strengths and weaknesses of the various approaches.
- Integrate multiple disciplinary lenses when considering issues or developing creative endeavors.
- Originate lines of inquiry based on interdisciplinary or transdisciplinary exploration.

3. Written and Oral Communication (ILO 1.e., 4.a.)

Communicate one's thoughts on paper and in speech effectively with a scholarly voice by using evidentiary support and critical reasoning, within philosophical, analytical and theoretical frameworks appropriate to the discipline. Uses appropriate citation and attribution for the discipline. Joins in the scholarly discourse.

Introductory:

- Can identify the problem or topic at hand and engage by methods and means familiar to student's experience.
- Conveys viewpoints with compelling arguments, narratives and support.
- Use one or more modes of communication, media, or language. (1.e.)

Developing:

- Create connections between multiple modalities and sources in order to communicate effectively.
- Develop sustained, coherent argument or explication of issues, problems, or processes. (1.e.)
- Demonstrate rhetorical knowledge and the ability to respond effectively to a given audience, purpose, and context. (1.e.)
- Demonstrate competence in the tools, terminology, and methods of the discipline through projects, papers, exhibits, or performances. (4.a.)
- Supports conclusions with appropriate detail.
- Attributes material to correct sources accurately and fluidly.

Advanced:

- Use of language is masterful, creative, and compelling to the reader in written papers.
- Delivery techniques are natural and authentic and display depth of knowledge and personal interest toward the topic.
- Discusses areas of personal research or creative endeavors with other professionals in an engaging and knowledgeable manner
- Conveys high level of competency of own understanding of the theoretical or other foundational frameworks relating to areas of student's research, applied or creative projects in both written and oral communication modes.
- Actively seeks out opportunities to join in the scholarly discourse relating to areas of inquiry, research or creative endeavors.

4. Intercultural Awareness (ILO 2.a., 3b. 3c)

Develop the capacity to interact effectively with others whose identities, beliefs, behaviors, and values differ from their own.

Introductory:

- Identify various perspectives on an issue.
- Acknowledge how culture impacts one's own values, beliefs and assumptions.
- Recognize cultural influences on assumptions, policies, and opinions.
- Explain how differences in cultural background can impact political and interpersonal views.

Developing:

- Critically compare and discuss different points of view and assess stated and unstated assumptions.
- Explain the connection between the choices of the individual and the larger impact of those choices on the local/global levels.
- Reflect on how their own attitudes and beliefs are different from those of people from other cultures and communities. (2.a.)
- Exhibit curiosity about what can be learned from a diversity of communities and cultures. (2.a.)
- Demonstrate the ability to work collaboratively across and within cultural and community contexts and structures. (2.a.)
- Explain diverse positions on a contested public issue, including positions representing different cultural, economic, and geographic interests. (3.b.)
- Explain substantial connections between worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts. (3.b.)

Advanced:

- Address ethical, social, and environmental challenges in regional and global systems and evaluate the local and broader consequences of individual and collective interventions. (3.c.)
- Analyze how history and related power structures of institutions impact the context of issues present in the world, before attempting to solve them.
- Evaluate the global impact of one's own and others' specific local actions on the natural and human world. (3.c.)
- Discuss complex issues from diverse cultural, socioeconomic, geographic, and global perspectives.
- Moderate dialogues on complex issues facilitating discussions with multiple perspectives from multiple stakeholders.

5. Community Engagement (ILOs 2.c. 2.d. 5.b. 5.c.) :

Invests in the community and empowers self and others to make a positive impact on their communities, such as campus community, scholarly or research community, identity-based community, civic community, geographic community, global community or other communities in which the student engages.

Introductory:

- Value working with a team
- Pursue extracurricular or additional activities that support educational and career goals.
- Connect identity and formulation of core values with place in the community.

Developing:

- Encourage others to voice their thoughts when problem-solving.
- Reflect on own attitudes and biases and how those impact their place in community.
- Connect own work in academia with work happening in other communities and spaces.
- Reflect critically on their personal growth as a scholar. (5.b.)
- Seek help from and offer assistance to others when needed. (5.c.)
- Learn from the contributions and involvement of others in feedback provided on projects. (2.c.)
- Demonstrate the capacity to engage in civic, social, and political responsibilities. (2.d.)
- Reflect on their own learning from an experience in civic, social, or political activity. (2.d.)
- Articulate a sense of civic identity and commitment to public action centered in the communities in which they participate. (2.d)

Advanced:

- Take action to make a positive difference in the community, local and/or global (includes research or scientific communities).
- Demonstrate commitment to achieving civic or scholarly aims that cross boundaries and bring together all who are impacted including through academic research or creative endeavors.
- Demonstrate a self-starting attitude and initiative.
- Define problems using a systemic and interdisciplinary or transdisciplinary approach
- Create pathways to potential solutions in a way that involves all stakeholders in a positive manner in the search for resolution.