

COURSE COMMITTEE GUIDE AY 23-24

INTRODUCTION

Course Committee Overview

The Course Committee is a subcommittee of the Administrative Boards of the General College and College of Arts and Sciences. The Committee is responsible for reviewing, assessing, and recommending to the entire Boards whether courses satisfy requirements within the IDEAs in Action Curriculum, and may advise the Boards on other curricular matters. The Committee reviews the following types of undergraduate course proposals (courses numbered 50 – 699) for the College of Arts and Sciences and the professional schools:

1. New course proposals
2. General Education course proposals
3. Proposals for significant course revisions (e.g., credit hours)

Membership & Meetings

The Course Committee is chaired by the Associate Dean of Undergraduate Curricula. The Committee includes members of the Boards; representatives from each division of the College, the Graduate School, and professional schools; and occasionally students. The Curriculum Analyst and Curriculum Director provide support for each meeting. The Course Committee meets 12 times throughout the academic year: 6 meetings in the fall, 6 meetings in the spring.

Welcome & Overview of the Guide

Thank you for agreeing to be part of a crucial committee on campus. As part of the Course Committee, you are helping shape the experience of our undergraduate students. This guide was designed to assist members of the Course Committee in making decisions regarding whether courses satisfy requirements within the IDEAs in Action Curriculum, and to provide transparency to the review process. It is a collection of the student learning outcomes (SLOs), descriptions, and intent for the Focus Capacities and Reflection and Integration requirements.

PROCESS TO SUBMIT A COURSE PROPOSAL

Individual departments (typically instructors) submit course proposals through the [Course Inventory Management \(CIM-Courses\)](#) system. When course proposals are submitted, they are initially reviewed by various individuals in the department (e.g., student services personnel, departmental curriculum committee, department chair). Then, the proposals are evaluated for basic requirements by a member of the Office of Undergraduate Curricula (Curriculum Analyst).

If the basic requirements are not submitted in the CIM form or are not in the syllabus, the proposal is rolled back to the initiator (typically an instructor) for editing. If the basic requirements are present and the proposal is approved by the Curriculum Analyst, the course proposal is then routed to the Course Committee.

Course proposals are evaluated by the Course Committee throughout the academic year (August – May). The feedback from the Committee is returned to the initiator in CIM and can include a rollback of the course, approval of the course, or approval of the course with requested revisions/clarification (via Reviewer Comments). The Associate Dean of Undergraduate Curricula is responsible for entering the final decisions in CIM.

Please consult the Office of Undergraduate Curricula's [Course Proposal webpage](#) for additional information regarding CIM and the undergraduate course proposal process.

RESPONSIBILITIES FOR FACULTY REVIEWERS

Approximately 1.5 weeks before each Course Committee meeting, the Curriculum Analyst will email Committee members the agenda and instructions for accessing course proposals in CIM.

When reviewing course proposals, Committee members should...

- Review the entire CIM form, syllabus, and any other attached documents (e.g., Communication Beyond Carolina Addendum).
- Review overall course content and pedagogical elements.
- Review the **IDEAs in Action General Education requirements and Student Learning Outcomes (SLOs)**: [see below](#) or in the [Catalog](#).
- For IDEAs in Action Gen Ed requests, check syllabi for the relevant **SLOs** and consider the following:
 - What are the learning objectives of the course and are those learning objectives consistent with the established IDEAs in Action objectives for the proposed requirement?
 - Determine whether this is **clear alignment between the SLO(s) and course assignments, readings, and/or activities**.
 - The CIM course form also includes a justification statement for each Gen Ed request. This is often helpful information to review.
- For Focus Capacity requests, check that the class incorporates the **required recurring capacities**:
 - Writing, totaling at least 10 pages in length or the intellectual equivalent.
 - Presenting material to the class, small groups, or the public through oral presentations, webpages, or other means.
 - Collaborating in pairs or groups to learn, design, solve, create, build, or research.
- Organize your notes in advance of the meeting. Be prepared to quickly approve courses with no issues to spend more time discussing courses that require feedback and/or a rollback.

Instructions for Accessing Course Proposals in CIM

1. Log in to CIM with your ONYEN and password using this link (we recommend saving this link as a bookmark in your browser): <https://nextcatalog.unc.edu/courseleaf/approve/>
2. In the **Your Role** drop-down menu, select **CIM CAS Curr Cmte**.
3. Click on the course proposal (the proposal will display below)
 - a. Review the CIM form as well as the syllabus and any other attached documents (e.g., Communication Beyond Carolina Addendum).
 - b. Attachments will appear near the bottom of the CIM form or at the top right-hand side of your screen under the **Attached Files** tab.

IDEAS IN ACTION GENERAL EDUCATION REQUIREMENTS

The proposed IDEAs in Action Curriculum was developed with broad input from the University of North Carolina at Chapel Hill faculty and community under the leadership of the General Education Curriculum Coordinating Committee. The goal was to develop an inclusive, contemporary, student-centered General Education curriculum that leverages the best of Carolina's resources and history to afford every student an outstanding, broad education.

The following student learning outcomes (SLOs), descriptions, and intent for each of the Focus Capacities and Reflection and Integration requirements originated from the [IDEAs in Action Curriculum Proposal](#), which was approved by Faculty Council on April 12, 2019. [Resolution 2019-7: On Adopting a New General Education Curriculum](#), charged the General

Education Oversight Committee with managing the implementation and oversight of the curriculum. This document will be updated when revisions to the requirements occur (e.g., revisions to SLOs). To view a complete history of changes to IDEAs in Action Learning Outcomes, visit the Office of Undergraduate Curricula's [website](#), or click [here](#).

Important Notes: Communication Beyond Carolina, Global Understanding and Engagement, & Natural Scientific Investigation:

Throughout the implementation and first academic year of the IDEAs in Action Curriculum, a few General Education requirements have needed additional clarification. As you review the student learning outcomes (SLOs), descriptions, and intent for each of the Focus Capacities and Reflection and Integration requirements below, pay careful attention to important notes for reviewers.

Reflection & Integration Requirements →

Communication Beyond Carolina (COMMBEYOND)

Students build capacities for producing and listening to oral communication across a range of contexts. With multiple audiences, they learn to listen and to persuasively convey knowledge, ideas, and information.

Student Learning Outcomes

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

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?

Additional Information for Course Committee Reviewers:

- Effective May 2023, all course proposals requesting the Communication Beyond Carolina IDEAs in Action General Education requirement must also submit the [Communication Beyond Carolina Justification Addendum](#) and upload it to the CIM proposal, in addition to the course syllabus. All CIM-Course proposals for CommBeyond should include a completed CommBeyond Addendum. Please review the addendum in addition to the course syllabus.
- **Key elements to look out for:**
 - Specifically for this requirement, make sure the course includes **oral communication**. It is recommended that **2/3** of the course content or grade be dedicated to this type of communication.
 - **Feedback is required.** Students must have an opportunity to improve oral communication skills. Rubrics for this kind of feedback are strongly required.
 - Communication does not have to be outside of the university, but assignments must be tailored to **different audiences**.
 - Communication Beyond Carolina courses should be **3 credits**.

- ENGL 105 has a strong focus on written communication. Communication Beyond Carolina has a strong focus on oral communication. Both are critically important for students after graduation.
- [Ad Hoc Working Group for Communication Beyond Carolina Report](#) (May 2023)
- [CommBeyond Course Development Guide](#)

Research & Discovery (RESEARCH)

Students immerse themselves in a research project and experience the reflection and revision involved in producing and disseminating original scholarship or creative works.

Student Learning Outcomes

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

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?

Additional Information for Course Committee Reviewers:

- Specifically for this requirement, make sure the students are **developing an original research question**.
- There should be **scaffolding** in place and a **sustained focus on the research process**.
- A single course may not be counted for both the Research & Discovery and High-Impact Experience requirements.
- Research & Discovery courses can be **1-3 credits**.

High-Impact Experience (HI-IMPACT)

Students enrich and expand their academic study by engaging in compelling applied experiences that transform their learning.

Student Learning Outcomes

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

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?

Additional Information for Course Committee Reviewers:

- There are **seven (7) High-Impact experiential opportunities**: 1) Study Abroad; 2) Internship (HI-INTERN); 3) Public Service (HI-SERVICE); 4) Performance Creation or Production (HI-PERFORM); 5) Undergraduate Learning

Assistant (HI-LEARNTA); 6) High-Impact Experience – General (HI-GENERAL); and 7) Collaborative Online International Learning (COIL)

- A single course or experience may not be counted for both the Research & Discovery and High-Impact Experience requirements.
- High-Impact Experience courses can be **1-3 credits**.

Lifetime Fitness (LIFE-FIT)

To gain facility and knowledge of life-longing physical wellness, students must participate in a Lifetime Fitness (LFIT) class. This class combines instruction in and practice of sports or physical activity along with instruction in physical well-being (exercise and fitness) to promote lifelong fitness.

Student 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.

Questions for Students

None.

Additional Information for Course Committee Reviewers:

- Student learning outcomes provided by the LFIT program director on 10-18-2022.
- Lifetime Fitness courses should be **1 credit**.

Focus Capacity Requirements →

Global Understanding and Engagement (FC-GLOBAL)

Students study and engage with the global processes shaping the world and its peoples, including those beyond the North Atlantic region (United States, Canada, and Western Europe). They develop deep knowledge of historic or contemporary roles and differential effects of human organizations and actions on global systems.

Student Learning Outcomes

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

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?

Additional Information for Course Committee Reviewers:

- If the course focuses on more than one nation/country or culture, it would be eligible for FC-GLOBAL.
- The course should transcend borders.

- FC-GLOBAL courses should be **3 credits**.

Natural Scientific Investigation (FC-NATSCI)

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.

Student Learning Outcomes

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

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?

Additional Information for Course Committee Reviewers:

- Applying the **scientific method is not sufficient** for a course to fulfill FC-NATSCI.
- The boundary between the “natural world” and the world of human invention is difficult to define, and disciplines such as **linguistics, geography, psychology, and anthropology** actively probe this boundary. In some cases, determining whether something is naturally occurring is an active area of inquiry. (see the [FC-NATSCI Memo from the GEOC in April 2022](#) for specific recommendations for these disciplines)
 - Notably, linguistics courses that focus on the **biomechanics of sound production** can fulfill FC-NATSCI. While we acknowledge that there is active debate regarding whether grammar and syntax are biologically predetermined, these topics do not unequivocally lie outside the realm of human invention and are not guaranteed to meet the FC-NATSCI learning objectives.
- The GEOC recommends that at least **75% of the material** in courses that fulfill FC-NATSCI should pertain to phenomena that are unequivocally **naturally occurring**.
- FC-NATSCI student learning outcomes were revised to emphasize the **natural** aspects of the requirement (changes approved by GEOC, 3-26-2021).
- In addition to the Course Committee review, the GEOC also reviews all course proposals requesting FC-NATSCI.
- FC-NATSCI courses should be **3 credits**.

Aesthetic & Interpretive Analysis (FC-AESTH)

Students develop the ability to analyze literature and/or other artistic works to understand how they relate to the historical circumstances of their creation, and to think critically about the past, present, and future contributions of these works to a shared world.

Student Learning Outcomes

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

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?

Additional Information for Course Committee Reviewers:

- FC-AESTH courses should be **3 credits**.

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

Students engage in individual and collaborative creative expression, exploration, or production, such as in performance, visual art, composition, design, or technology. They engage with tools, techniques, methods, design processes, technologies, and materials for creating works that express, innovate, or create solutions to problems.

Student Learning Outcomes

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

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?

Additional Information for Course Committee Reviewers:

- Sustained creation should take place throughout the course.
- FC-CREATE courses should be **3 credits**.

Engagement with the Human Past (FC-PAST)

Students acquire knowledge through evidence about human experience in one or more eras of the human past and learn to evaluate, synthesize, and communicate that evidence, applying it to their lives in the present.

Student Learning Outcomes

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

Questions for Students

1. What events, conflicts, and continuities shaped an era of the human past?

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.

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?

Additional Information for Course Committee Reviewers:

- FC-PAST courses should be **3 credits**.

Ethical and Civic Values (FC-VALUES)

Students develop their capacity to think carefully and critically about how to make and justify private and public decisions.

Student Learning Outcomes

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

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?

Additional Information for Course Committee Reviewers:

- FC-VALUES courses should be **3 credits**.

Power, Difference, & Inequality (FC-POWER)

Students engage with the histories, perspectives, politics, intellectual traditions, and/or expressive cultures of populations and communities that have historically been disempowered, and the structural or historical processes by which that disempowerment has endured and changed.

Student Learning Outcomes

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.

Questions for Students

1. What are the relevant structures, institutions, ways of thinking, and practices that create, maintain, and change social, economic, and political inequalities?

- | | |
|---|---|
| <p>4. Interrogate the systemic processes by which forms of inequality are sustained and how these processes have been and are resisted and transformed.</p> | <p>2. What practices have been implemented and institutionalized to address social, economic, and political inequalities?</p> |
|---|---|

Additional Information for Course Committee Reviewers:

- FC-POWER courses should be **3 credits**.

Quantitative Reasoning (FC-QUANT)

Students learn to comprehend and apply mathematical concepts in authentic contexts, developing tools for reasoning with data, logic, and quantitative methods.

Student Learning Outcomes

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

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?

Additional Information for Course Committee Reviewers:

- FC-QUANT courses should be **3 credits**.

Ways of Knowing (FC-KNOWING)

Students develop intellectual humility, learning to question assumptions, categories, and norms that structure their worldviews and to understand the sources and effects of biases. They learn, use, and distinguish strengths and weaknesses of one or more approach(es) to knowledge of the unfamiliar, such as: aesthetically, philosophically, linguistically, historically, or culturally remote forms of knowledge and worldmaking, or formal logic, scientific practice, and similar formalized approaches to countering bias and creating knowledge.

Student Learning Outcomes

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

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?

Additional Information for Course Committee Reviewers:

- FC-KNOWING courses should be **3 credits**.

Empirical Investigation Lab

One Focus Capacity course must include or be associated with a one-credit Empirical Investigation Lab. In such labs, students participate in measurement, data collection and analysis, and hypothesis testing connected to the course content. An Empirical Investigation Lab is not usually a separate class; ordinarily it is a 4th credit attached to another Focus Capacity class.

Student Learning Outcomes

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.

Questions for Students

None.

Additional Information for Course Committee Reviewers:

- FC-LABs should be 1 credit, though they are not usually a distinct class; ordinarily it is a 4th credit attached to another Focus Capacity class.