CIM Report Jan 31, 2023 10:46am

Course Changes Pending Approval from Faculty Senate

Code	Field	Old Value	New Value
AGED 4213	allcodes	AGED 4211	AGED 4213
	Proposed Effective Date	Fall 2019	Fall 2023
	Course Number	4211	4213
	Typically Offered	Fall	Spring
	Credit Hours	1	3
	Catalog Description	To expose students to the roles and responsibilities of professional teachers. Students will understand the characteristics common to professionals and apply these to the teaching setting. Real-world examples of "grey-area" situations will allow students to evaluate issues holistically and determine appropriate solutions following the ethical and professional guidelines of the teaching discipline. Additionally, students will prepare resumes and engage in mock interviews to enhance their professional dispositions as they consider employment opportunities.	To expose students to the roles and responsibilities of professional teachers. Students will understand the characteristics common to professionals and apply these to the teaching setting. Real-world examples of "grey-area" situations will allow students to evaluate issues holistically and determine appropriate solutions following the ethical and professional guidelines of the teaching discipline. This course will also guide students in the development of realistic, proactive classroom management strategies that establish a safe culture of student learning and academic success, a major component of teacher professionalism. Additionally, students will prepare resumes and engage in mock interviews to enhance their professional dispositions as they consider employment opportunities.
	Justification	Instructor consent needed as course should be available to only AGED majors; course is offered as a part of the student-teaching block for pre-service AGEd students only.	This course is being expanded from a 1 hour course to a 3 hour course. Previous course content will remain. Additional course content will come from the AGED 3111 Student Management course that will no longer be taught. Additional contact time is needed with students to improve TESS competencies in teacher professionalism. Expansion of this course will allow for alignment to the new AGED concentration program requirements.
	Course Code	AGED 4211	AGED 4213
	Title/Description Change Type		Major Content Change
	Syllabus		AGED 4213 Syllabus.pdf
	Reviewer Comments		ac087 - Tue, 25 Oct 2022 15:21:43 GMT - corrected workflow. Switched AECT role with AECT Chair role. Added AECT Curriculum Committee role in per major approval process.
AGED 4233	allcodes	AGED 4231	AGED 4233
	Proposed Effective Date	Fall 2019	Fall 2023
	Course Number	4231	4233
	Credit Hours	1	3

	Catalog Description	Principles and concepts of leadership, program organization, supervised agricultural experience, and advisory committees. This course is a portion of pre-professional studies required for certification in agricultural education.	Teachers of agricultural education need an understanding of the skills needed to successfully manage leadership and experiential learning components of the agricultural education model. This course is designed to teach principles and concepts of leadership, program organization, youth organization management, supervised agricultural experience, and advisory committees. This course is a portion of pre-professional studies required for certification in agricultural education.
	Justification	Instructor consent needed as course should be available to only AGED majors; course is offered as a part of the student-teaching block for pre-service AGEd students only.	This course is being expanded from 1 hour to 3 hours to provide students more contact hours to learn how to plan a complete agricultural education program. Recent graduates have indicated this is needed to provide more in-depth skill development related to managing an agriculture program holistically, while managing youth organizations and experiential learning projects that occur outside of class. This expansion of hours aligns with new program changes to the AGED concentration.
	Course Code	AGED 4231	AGED 4233
	Title/Description Change Type		Major Content Change
	Syllabus		AGED 4233 Syllabus.pdf
	Reviewer Comments		ac087 - Tue, 25 Oct 2022 15:18:15 GMT - corrected workflow. Switched AECT role with AECT Chair role. Added AECT Curriculum Committee to workflow per major approval process.
AMPD 2073	allcodes	AMPD 3003	AMPD 2073
	Proposed Effective Date	Fall 2018	Fall 2023
	Course Number	3003	2073
	Catalog Title	Apparel Production	Flat Pattern Drafting
	Short Course Title	APPAREL PRODUCTION	FLAT PATTERN
	Title/Description Change Type	Minor (stylistic/editorial) Change	Major Content Change
	Justification	Requesting a minor change to AMPD 3003 scheduled class duration from 6 lab hours per week to 3.5 instructional hours per week. The curriculum is being streamlined to cover the same course content in a more efficient time frame allowing students to matriculate through their degree in a more timely manner. Additional justification for change -- Contact hours will be satisfied for a 3 credit hour class. The 3.5 hour in-class instruction time will be streamlined; creating a more efficient experience for students. By changing the instructional hours, students will matriculate through the program more efficiently. There will be a total of 56 contact hours per semester; exceeding the minimum required contact hours for a 3 credit hour class. Changing component type to better reflect instruction method.	Adjustment of course level will be in line with pre-corequisite AMDP 2063.
	Additional Notes	TO BE EFFECTIVE SPRING 2018.	

	Reviewer Comments	mrevans - Thu, 14 Dec 2017 15:16:22 GMT - Rollback: Please address how changing lab hours from 6 per week to 3.5 per week will impact student contact hours. Will there still be enough contact hours required for a 3 credit class? ac087 - Thu, 11 Jan 2018 18:08:56 GMT - Rollback: roll back to department for change in component ljrobert - Thu, 18 Jan 2018 15:45:21 GMT - Rollback: If the Component Type is Lecture/Laboratory you are required to establish a non-credit lab. kjvestal - Mon, 29 Jan 2018 17:19:10 GMT - The proposal did not complete the approval process in time to be effective for spring. The effective date will be fall 2018.	ac087 - Mon, 31 Oct 2022 13:32:17 GMT - Corrected workflow. Switched HESC role with HESC Chair role. Added HESC Curriculum Committee per major change role.
	Course Code	AMPD 3003	AMPD 2073
	Syllabus		2073 Fall 2022 Syllabus with Justification for lower level.pdf
AMPD 3063		Added	
AMPD 4921		Added	
AMPD 4941		Added	
AMPD 4952		Added	
AMPD 4972		Added	
ARAB 2016H	Proposed Effective Date	Spring 2023	Fall 2023
	Is course a General Education Course?	No	Yes
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	The course title change is intended to better reflect the measurable benefits of daily interaction and immersion for language learning. Our four-semester series of 6-credit courses (ARAB 1016, 2016, 3016, 4016) not only make learning faster but also easier and more effective.	Added gen ed outcomes to be consistent with its non-honors counterpart ARAB 2016.
	Syllabus	ARAB 2016 Syllabus Immersive Arabic II.docx	
	Reviewer Comments	ac087 - Wed, 19 Oct 2022 18:51:21 GMT - removed cross-listing. Cross-listings are reserved for same courses but with different subject codes. Courses can be combined when scheduled. ac087 - Wed, 19 Oct 2022 18:53:15 GMT - corrected workflow, switched WLLC role with WLLC Chair role.	ac087 - Mon, 07 Nov 2022 21:52:06 GMT - Corrected workflow. Switched WLLC role with WLLC Chair role. Also added Core Committee, Undergraduate Council and Faculty Senate to workflow per Gen Ed Curriculum Outcomes. stephenc - Sat, 17 Dec 2022 14:11:12 GMT - Rollback: At the request of Alice Griffin
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.2 Goal 4 – Learning Outcome 4.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes

	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course must incorporate at least three of five learning indicators. In an approved course, students will (please select indicators)		a. identify fundamental concepts, structures, themes, and principles of the discipline being introduced. c. produce a reasonable short essay about the material introduced in the course. d. interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts. e. draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities.
	How does the course meet three of five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of 5 indicators.		a. Identify fundamental concepts, structures, themes, and principles of the discipline being introduced. • In this course, students are required to be able to identify and use fundamental Arabic vocabulary and grammar structures, as well as cultural knowledge of the Arabic-speaking world. c. Produce a reasonable short essay about the material introduced in the course. • Students are required to write a composition in Arabic about cultural topics presented in readings and video clips throughout the course. d. Interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts • Students are required to read and discuss authentic texts and video clips describing the historical and cultural context of Arabic speaking peoples. e. Draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities. • Students are required to learn about, discuss, and make connections between their own culture's cultural achievements and those of the people of the Arabic-speaking world.

How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		In order to determine that these designated learning outcomes are accomplished, student work in the course will be assessed via the following instruments: -Quizzes Homework Assignments based on vocabulary, cultural topics, and grammar structures to measure students' abilities in listening, speaking, reading, writing, and cultural awareness/knowledge (indicators a, d, e) -Written Exams based on vocabulary, grammar structures, and authentic short articles and audio to measure students' abilities in reading, writing, listening, vocabulary, and grammar knowledge. (Indicators a, d) -Reading Exam consisting of a short paragraph and list of specific words to evaluate the student's pronunciation, fluency, intonation and stress. (Indicator a) -Composition Exam based on vocabulary, cultural topics, and grammar structures to measure students' abilities in writing and cultural awareness/knowledge. (Indicators a, c, e) -Oral Presentation in the form of a live or recorded presentation on a topic relating course content to students' personal experiences or outside interests. Presentations allow instructor to measure the student's pronunciation, fluency, grammatical accuracy, vocabulary, and allow students to apply language and culture learning to areas of interest outside the scope of the course content. Question Answer segments following the presentation also allow instructors ability to assess the student's ability to understand and also to be understood. (Indicators a, d)
To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. examine and interpret an intercultural experience from both one's own and another's worldview. b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices c. identify and participate in cultural differences in verbal and nonverbal communication.

How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		a. Examine and interpret an intercultural experience from both one's own and another's worldview. • Students are required to examine a number of intercultural experiences from their own worldview and compare the worldview of peoples of the Arabic-speaking world. A couple of examples include looking at hobbies and pastimes, differences in educational systems and social practices such as dating.
		b. Articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices • In this course, students are required to articulate some of the essential tenets of the worldview of Arabic-speaking peoples as they examine its history, values, and other aspects through readings and film.
		c. Identify and participate in cultural differences in verbal and nonverbal communication • Students must learn how to communicate both verbally and nonverbally (through expression, actions, etc.) with peoples of the Arabic-speaking world. Their attention is drawn to differences between these aspects of communication in their own culture and the cultures of Arabic speakers.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		In order to determine that these designated learning outcomes are accomplished, student work in the course will be assessed via the following instruments: -Quizzes Homework Assignments based on vocabulary, cultural topics, and grammar structures to measure students' abilities in listening, speaking, reading, writing, and cultural awareness/knowledge (indicators a, b, c) -Written Exams based on vocabulary, grammar structures, and authentic short articles and audio to measure students' abilities in reading, writing, listening, vocabulary, and grammar knowledge. (Indicators a, b, c) -Reading Exam consisting of a short paragraph and list of specific words to evaluate the student's pronunciation, fluency, intonation and stress. (Indicator c) -Composition Exam based on vocabulary, cultural topics, and grammar structures to measure students' abilities in writing and cultural awareness/knowledge. (Indicators a, b) -Oral Presentation in the form of a live or recorded presentation on a topic relating course content to students' personal experiences or outside interests. Presentations allow instructor to measure the student's pronunciation, fluency, grammatical accuracy, vocabulary, and allow students to apply language and culture learning to areas of interest outside the scope of the course content. Question Answer segments following the presentation also allow instructors ability to assess the student's ability to understand and also to be understood. (Indicators a, b, c)
BREW 4573	Added		
ITAL 4123	Proposed Effective Date	Fall 2022	Fall 2023
	Is course a General Education Course?	No	Yes
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Admin update to short title to match grad level course.	Adding gen ed outcomes to support the ITALBA program.
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2 Goal 6 – Learning Outcome 6.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes

	To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work. c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose. d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness. e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		In this course, students not only learn about Dante's opus, particularly the Divine Comedy, but they also learn about the rich history of its reception from early manuscript study to gaming and memes. Thus, students learn how to analyze diverse mediums (textual, filmic, visual cultures, gaming) and how to present on them using various multi-media in both written and oral communication. Students are asked to write two papers. The first paper is a five-page contribution along with a presentation. The final paper is at least 10 pages along with a presentation. Students unanimously evaluate each other's presentation and receive their peers' feedback along with instructor feedback prior to handing in the final draft of the final paper. Feedback from the instructor includes both content and organization as well as grammar and structure. Students must gather research from numerous sources and our encouraged to utilize not only the library at large but also Special Collections as they spend at least two class periods with our Dante collection.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Learning outcomes are accessed through quizzes, presentations, written assignments, participation, blog posts, and ePortfolios. Rubrics are used by the instructor in assessing all above mentioned items.

	To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities		a. Written, oral, and/or multimodal communication abilities. b. Quantitative literacy. c. Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.
	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		Through a variety of texts and mediums, students discuss and acquire extensive knowledge of Italian literature as well as the emphasis and lasting influence these texts have on Italian culture. This course forces students synthesize and integrate information and critical thinking skills from readings, lectures, and listening exercises; and to apply knowledge of the Italian language and culture to expressing their analysis. Topics incorporate diversity awareness and intercultural competency, as topics address Italian and Anglophile receptions of Dante and his opus. Subthemes discussed in this course address migration, class, religion and philosophy, race, gender, sexuality, and concepts of nationalism.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Data are collected in the form of the assignments themselves as well as student feedback to most of the assignments. The ePortfolio allows students, peers, and faculty to share feedback and reflections and grow intellectually. The instructor assesses evidence of communication ability; inquiry related to various areas of study combined with an Italian context; engagement with issues of diversity, equity, inclusion, and belonging; and critical thinking. The DEIB aspect is built into the available topic areas; evidence of critical thinking and ethical reasoning includes: posing questions about long-held assumptions or the manner in which a topic is frequently contextualized, analysis that elicits questions on the same or similar, or making connections between topic areas that illuminate potential such questions.
	Reviewer Comments		ac087 - Wed, 19 Oct 2022 15:35:22 GMT - corrected workflow, switched WLLC role to WLLC Chair role, also added core committee, undergraduate council and faculty senate per Gen Ed Curriculum Outcomes.
NURS 2032	Proposed Effective Date	Spring 2021	Fall 2023
	Prerequisite(s)	For pre-nursing and nursing majors only. Must have sophomore standing or above and a GPA of 3.0 and above.	Admission to the NURS-PLRN major.

	Justification	Adding the meeting of Gen Ed Outcome 4.1 to this course	There is consistent issues with enrollment in this course as students who are not yet admitted to the program self-enroll which causes students who have been admitted to the program to be unable to enroll. The change in language of the pre-req should eliminate these issues. This course is intended to be taken once admitted to the program.
	Syllabus	2032_SYLLABUS Fall 2020.docx	
	Reviewer Comments	ac087 - Tue, 11 Feb 2020 17:34:10 GMT - adjusted workflow, addition to Gen Ed Curriculum requires major approval process. agriffin - Thu, 07 May 2020 18:18:12 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.	ac087 - Tue, 13 Dec 2022 22:40:05 GMT - corrected workflow to include core committee, undergraduate council and faculty senate per gen ed curriculum outcomes. msganio - Wed, 14 Dec 2022 16:07:33 GMT - Revised pre-req change to be more clear by saying "Admission to the NURS-PLRN major."
RESM 1041		Added	
RESM 1091		Added	
SEVI 3033		Added	
SEVI 310V		Added	