

CIM Report Apr 6, 2023 8:20am

Course Changes Pending Approval from Faculty Senate

Code	Field	Old Value	New Value
AAST 4053		Added	
AMPD 4073		Added	
ARHS 6403		Added	
ARHS 6433		Added	
BIOL 5043		Added	
CDIS 5483	allcodes	CDIS 548V	CDIS 5483
	Proposed Effective Date	Spring 2018	Fall 2023
	Course Number	548V	5483
	Typically Offered	Fall and Spring	Fall
	Credit Hours	1	3
	Maximum Credit Hours	6	
	Catalog Title	Off-Campus Practicum: Public School Site	Advanced Clinical Practicum IV
	Short Course Title	OFF-CAMPUS PRACTICUM: PUB SCH	ADV CLINICAL PRACTICUM IV
	Catalog Description	Practicum activities in speech-language disorders in a public school setting.	Practicum activities in speech-language assessment and intervention.
	Prerequisite(s)	Graduate standing.	Graduate standing and CDIS 5383.
	Justification	Updated typically offered field.	In an effort to streamline enrollment and decrease confusion, the program wants the practicum courses to be sequential. Previous practicum courses in the program of study are 5183 (semester 1), 5283 (semester 2), and 5383 (semester 3). This practicum course will be completed in the 4th semester of the program of study, which is why we want it to be numbered 5483.
	Course Code	CDIS 548V	CDIS 5483
	Syllabus		CDIS_5483_Course Syllabus_2022.pdf
CDIS 5585	allcodes	CDIS 558V	CDIS 5585
	Proposed Effective Date	Fall 2022	Fall 2023
	Course Number	558V	5585
	Typically Offered	Fall, Spring and Summer	Spring
	Credit Hours	3	5
	Maximum Credit Hours	6	
	Can this course be repeated for degree credit?	Yes	No
	Total credits allowed	6	
	Total completions	1	
	Are multiple enrollments allowed in a term?	Yes	No
	Catalog Title	Internship: Clinical Site	Advanced Clinical Practicum V
	Short Course Title	INTERNSHIP. CLINICAL	ADV CLINICAL PRACTICUM V
	Catalog Description	Field placement in approved clinical setting for clock hours in speech-language pathology assessment and treatment. Students in the master's program must enroll in a minimum of 3 credit hours of CDIS 558V during their last semester of graduate studies.	Practicum activities in speech-language assessment and intervention.

	Title/Description Change Type	Minor (stylistic/editorial) Change	Major Content Change
	Prerequisite(s)	Graduate standing; Completion of one semester of CDIS 548V.	Graduate standing; Completion of one semester of CDIS 5483.
	Justification	administratively removing inactive courses from description and requisite for catalog cleanup project.	For the last semester of the graduate program, students go to clinical placements full-time (40 hours per week). We have some clinical sites that will not accept students without the 40-hour-per-week commitment. The current 3-credit hour class does not match the amount of time students are committing to the work required. A 5-credit hour course better reflects the amount of time required for the work involved in this course.
	Course Code	CDIS 558V	CDIS 5585
	Syllabus		CDIS 5585 Advanced Clinical Practicum Syllabus V(1).docx
CLST 3013		Added	
CLST 3023		Added	
CVEG 5443		Added	
CVEG 5703		Added	
DASC 1003	allcodes	DASC 1001	DASC 1003
	Proposed Effective Date	Summer 2022	Fall 2023
	Course Number	1001	1003
	Credit Hours	1	3
	Create Honors Course?	No	Yes
	Corequisite(s)	MATH 2554 or MATH 2445.	MATH 2554 or MATH 2445 or MATH 2445C.
	Justification	Adding "Off campus" and "Online/Web-based" to be offered as part of the "STEM Prep" program, coordinated with Dr. Bryan Hill. The "STEM Prep" students will be part of a "2+2" program in Data Science collaboratively with Arkansas Community Colleges. The "STEM Prep" students will register the standard "STEM Prep" way. The online section(s) of this course will not be offered outside the "STEM Prep" program.	This course is being put back to the originally-planned 3 credit hours. DASC 2103 Data Structures Algorithms is being moved (also as originally planned) to the CMPA-required Concentration course list at the same time. The pre-reqs/co-reqs are being adjusted to ensure proper course sequencing with MATH. An Honors version of the course is also being added per our original program plan.
	Additional Notes	This is part of assisting the 2-year colleges in standing-up their 2-year Data Science degrees with a pathway to the 4-year Data Science programs collaboratively being developed through the NSF EPSCoR DART program and developed with the assistance of the Global Campus team.	
	Course Code	DASC 1001	DASC 1003
	Syllabus	DASC 1001 - Introduction to Data Science - Syllabus v21.docx	01 DASC 1003 - Introduction to Data Science - Syllabus v19.pdf 01 DASC 1003H - Honors Introduction to Data Science - Syllabus v19.pdf
	Reviewer Comments		rossetti - Mon, 27 Feb 2023 16:53:00 GMT - updated pre-co req and loaded updated syllabii
DASC 1223	allcodes	DASC 1222	DASC 1223
	Proposed Effective Date	Spring 2023	Fall 2023
	Course Number	1222	1223
	Credit Hours	2	3
	Create Honors Course?	No	Yes

	Prerequisite(s)	DASC 1104 and must be a DTSCBS or DTSCFR major.	DASC 1001 and DASC 1104 and must be a DTSCBS or DTSCFR major.
	Justification	Adding "Off-campus" and "Online/Web-based" to be offered as part of the "STEM Prep" program, coordinated with Dr. Bryan Hill. The "STEM Prep" students will be part of a "2+2" program in Data Science collaboratively with Arkansas Community Colleges. The "STEM Prep" students will register the standard "STEM Prep" way. The online section(s) of this course will not be offered outside the "STEM Prep" program.	This course is being put back to the originally-planned 3 credit hours. DASC 2103 Data Structures Algorithms is being moved (also as originally planned) to the CMPA-required Concentration course list at the same time. An Honors version of the course is also being added per our original program plan. A pre-req is also added.
	Additional Notes	This is part of assisting the 2-year colleges in standing up their 2-year Data Science degrees with a pathway to the 4-year Data Science programs collaboratively being developed through the NSF EPSCoR DART program and developed with the assistance of the Global Campus team.	
	Course Code	DASC 1222	DASC 1223
	Syllabus	01 DASC 1222 - Role of Data Science in Today's World - Syllabus v32.pdf	01 DASC 1223 - Role of Data Science in Today's World - Syllabus v34.pdf 01 DASC 1223H - Honors Role of Data Science in Today's World - Syllabus v34.pdf
	Reviewer Comments	ac087 - Wed, 19 Oct 2022 20:18:32 GMT - Corrected workflow. Switched DASC role with DASC Chair role.	
EMGT 5443	Added		
EMGT 5463	Added		
EMGT 5773	allcodes	EMGT 5793	EMGT 5773
	Proposed Effective Date	Fall 2021	Summer 2023
	Course Number	5793	5773
	Catalog Title	Risk Management	Engineering Risk Analysis
	Short Course Title	RISK MANAGEMENT	ENGINEERING RISK ANALYSIS
	Catalog Description	Students will learn to apply tools to identify, assess, communicate and manage risk. Course work includes methods to identify risks, develop risk models, assess risk, and evaluate risk management options. Includes calculus-based risk modeling and use of calculus-based tools. Case studies are used to understand risk management challenges in systems development in complex organizations.	Students will learn and apply tools to analyze, assess, and manage risk for engineering organizations. Course work includes methods to identify risks, create and apply risk models, assess risk, evaluate and communicate risk management options. Case studies are used to understand risk analysis challenges in systems development in complex organizations.
	Prerequisite(s)	EMGT 5033 and must be admitted to the Master of Science in Engineering Management or have departmental consent.	EMGT 5033, EMGT 5703 and must be admitted to the Master of Science in Engineering Management or have departmental consent.
	Justification	Course specific to EMGT requirements including using calculus - based risk management techniques. Target population include EMGT students or OMGT students with a calculus background. Course sections will be separate from OMGT sections and require faculty appointed to the EMGT program possessing an engineering degree.	Course modified to distinguish it from OMGT 5793, increase probability/statistics risk models as well as calculus-based tools. The number will be changed to 5773 and the title was changed to avoid confusion with the OMGT course. Pre-req of probability and statistics added to ensure students are prepared for the course work.
	Syllabus	EMGT 5793 2020 - Risk Management - with hours (1).docx	EMGT 5773.pdf

	Reviewer Comments	ac087 - Thu, 29 Oct 2020 19:30:17 GMT - Changed effective date from Fall 2019 to Fall 2021. ndennis - Mon, 30 Nov 2020 13:52:31 GMT - Rollback: As I understand it, this course is calculus based and was not intended for MSOM students nor many in certificate programs. Please revise description to note it is calculus based and revise the prerequisite requirements so that only eligible students are included. ndennis - Fri, 04 Dec 2020 21:28:59 GMT - Rollback: Per conversation with Dr. Pohl you should insert "calculus based tools" in the course description. This course is only intended for EMGT students please revise the prerequisite section to reflect that. You may add permission of instructor to allow those with an Engineering degree to take the course. ndennis - Thu, 10 Dec 2020 19:50:40 GMT - Revised Course Syllabus	ac087 - Mon, 21 Nov 2022 15:30:41 GMT - Rollback: course mentions number will change to 5783, however this is 5773. Please clarify. ac087 - Wed, 07 Dec 2022 15:55:18 GMT - changed effective date from spring 2022 to summer 2023. Course did not complete approval time for spring 2022 and will not complete the approval process in time for spring 2023.
	Course Code	EMGT 5793	EMGT 5773
	Title/Description Change Type		Major Content Change
EMGT 5783		Added	
ENRE 5113		Added	
ENRE 5123		Added	
ENRE 5133		Added	
ENRE 5213		Added	
ENRE 5223		Added	
ENRE 5233		Added	
ENRE 5313		Added	
ENRE 5323		Added	
ENRE 5333		Added	
ENRE 5423		Added	
ENRE 5433		Added	
GNST 5133		Added	
HIST 1001	allcodes	HIST 1003	HIST 1001
	Proposed Effective Date	Summer 2018	Fall 2023
	Course Number	1003	1001
	Credit Hours	3	1
	Justification	Updated typically offered field.	Changes Perspectives in History to a one-hour course in keeping with its new role in the revised HISTBA curriculum. Adds Gen Ed assessment for Critical Thinking (GELO 5.1) to introduce students earlier to CT principles.
	Course Code	HIST 1003	HIST 1001
	Is course a General Education Course?	No	Yes

	Choose the learning outcome the course addresses:		Goal 5 – Learning Outcome 5.1
	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 incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. identify and describe key concepts and principles related to critical thinking. c. use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing. e. demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing.
	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. How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		This course will spend a substantial portion of the semester introducing key concepts and principles of critical thinking and applying them to selected case examples from primary and secondary sources in history. Students will then demonstrate the application of these principles as they learn to apply the essential skills of critical thinking to examples of more complex historical thinking. Treatment of critical thinking and historical thinking will make up a dedicated portion of the course, with an in-class assignment and/or quiz over the unit providing evidence of learning in the goal.
	Syllabus		HIST 1001 Perspectives in History Syllabus Fall 2023.pdf
HIST 5863		Added	
HIST 6953		Added	
HIST 498VH	allcodes	HIST 399VH	HIST 498VH
	Proposed Effective Date	Summer 2018	Fall 2023
	Course Number	399VH	498VH
	Course Delivery Method	On campus Off campus	On campus
	Off Campus Delivery	Online/Web-based	
	Total credits allowed	12	6
	Total completions	12	6
	Title/Description Change Type	Minor (stylistic/editorial) Change	

	Justification	Updated typically offered field.	This replaces the previous honors thesis hours number, as the new program allows both honors and non-honors students to enroll in thesis hours, under the Applications in History requirement
	Course Code	HIST 399VH	HIST 498VH
	Is course a General Education Course?	No	Yes
	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)		<p>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.</p> <p>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.</p> <p>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.</p> <p>d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.</p> <p>e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.</p>

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		At the beginning of the semester, each student will develop with the mentor and HIST 498VH supervisor a written research and writing plan for the semester tailored to the student's need and including a proposed timeline. The plan must include production of a visual presentation of some aspect of the project and a written component of 12 pages. The written component can include one or more of the following secondary/primary research products: A thesis or grant proposal with bibliography A literature review An analysis of a primary source A chapter or sub-section of the thesis An interview transcript and analysis A conference report A fieldwork report The project mentor and course instructor (if different from mentor) will provide feedback on written material.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		The student's chosen research product will be assessed to demonstrate achievement in GELO 1.2.
	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. 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. 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.		The student will work with the mentor and course supervisor/instructor (if different) to develop a research plan that will produce a project or project portion that will demonstrate written, oral, and/or multimodal capabilities, competency in inquiry in the major and one outside field in GELO 3, and sound principles of critical thinking.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		The student's chosen research product will be assessed to demonstrate achievement in GELO 6.1
	Syllabus		HIST 498V-498VH Syllabus.docx

	Reviewer Comments		ac087 - Mon, 13 Feb 2023 16:40:01 GMT - adjusted workflow to include Core Committee per Gen Ed Outcomes. skenner - Tue, 14 Feb 2023 14:55:24 GMT - Per discussion, removing online/web-based as course is not developed/offered online.
ITAL 5133		Added	
ITAL 5143		Added	
LAWW 5873		Added	
LAWW 5891		Added	
LAWW 5923		Added	
LAWW 711V	allcodes	LAWW 7111	LAWW 711V
	Proposed Effective Date	Summer 2018	Fall 2023
	Course Number	7111	711V
	Justification	Updated typically offered field.	The demands of the course as designed are out of line with a one credit offering. In order to comply with ABA and University standards, the class should be offered for two credit hours. We would like the opportunity to offer this as a variable level course with a minimum of one credit hour and a maximum of two credit hours.
	Course Code	LAWW 7111	LAWW 711V
	Maximum Credit Hours		2
	Syllabus		Ag Tax Syllabus Spring 2023.docx
MATH 5423	Proposed Effective Date	Summer 2018	Fall 2023
	Typically Offered	Fall and Spring	Fall, Spring and Summer
	Catalog Description	Matrices, Fourier analysis, and partial differential equations. Does not count towards degree credit in MATH.	Separation of variables, Fourier transform, and Laplace transform methods for the solution of partial differential equations. Topics include Fourier series, Fourier-Bessel series, orthogonal expansions, and the error function. Does not count towards degree credit in MATH.
	Justification	Updated typically offered field.	The proposed catalog description better describes the current major topics in this course.
	Title/Description Change Type		Major Content Change
	Syllabus		MATH 5423.pdf
	Reviewer Comments		ac087 - Tue, 01 Nov 2022 15:28:07 GMT - removed cross-listing. Cross-listings are reserved for identical courses that carry different subject codes. Courses can be combined when scheduled. chesteki - Mon, 13 Feb 2023 23:12:37 GMT - Rollback: HLC requires different learning outcomes between graduate and undergraduate level classes. Please work with the faculty to establish graduate level student learning outcomes that differentiate from the undergraduate learning outcomes. rcc003 - Wed, 22 Feb 2023 18:36:15 GMT - Updated syllabus with separate graduate student learning outcomes.
MRST 5133		Added	
PHED 3991H		Added	

PLSC 2013	Proposed Effective Date	Fall 2020	Summer 2023
	Choose the learning outcome the course addresses: 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)	Goal 3 – Learning Outcome 3.3 Goal 4 – Learning Outcome 4.1 Goal 4 – Learning Outcome 4.2 a. identify and describe examples of historical and present day issues related to diversity and inclusion in the United States. b. explain the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social. c. describe the advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion at all levels of society, whether cultural, legal, political, or social. d. analyze the historical and/or contemporary development of group agency and assess its role in addressing discrimination and inequalities in the United States.	Goal 3 – Learning Outcome 3.3 Goal 4 – Learning Outcome 4.1
	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.	Within comparative politics, there are two main approaches, the cross-national approach and the area studies approach. The cross-national approach involves the simultaneous study of a large number of nation-states to address particular theoretical questions of broad applicability, and the tools normally involve quantitative analysis of empirical data. The area studies approach emphasizes in-depth analysis within a particular country or region of the world, and the necessary tools normally involve immersion in the language and culture of the geographical region being studied. These approaches are used in this class with an analysis of various nations and their governing structures such as South Korea, Eastern European nations, South and Central America and Europe.	
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	Exam, assignments, and quizzes.	
	Justification	Uploaded General Education submission information.	Remove GELO 4.2 because it focuses on U.S. politics which is explicitly not covered in PLSC 2013 Introduction to Comparative Politics. There is an entirely separate course devoted exclusively to the topic of U.S. politics, PLSC 2003 American National Government.
	Syllabus Title/Description Change Type	PLSC_2013_002___Sullivan.pdf	PLSC2013-S23 Course Syllabus.pdf Minor (stylistic/editorial) Change

	Reviewer Comments		ac087 - Wed, 22 Feb 2023 16:07:59 GMT - changed effective date from Spring 2023 to Summer 2023. Course will not complete approval process in time for spring 2023 effective date. dalisera - Wed, 22 Feb 2023 16:46:14 GMT - Not sure why you are sending this to me. I am the Chair of Anthropology.
SCMT 5143		Added	
SCMT 5613		Added	