

## CIM Report Apr 1, 2021 9:06am

### Course Changes Pending Approval from Faculty Senate

Code	Field	Old Value	New Value
ARCH 1222	Proposed Effective Date	Spring 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	This course proposes to meet General Education Learning Outcome 4.1.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		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 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)		<p>a. examine and interpret an intercultural experience from both one's own and another's worldview.</p> <p>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</p> <p>c. identify and participate in cultural differences in verbal and nonverbal communication.</p>

	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.		<ul style="list-style-type: none"> <li>• In this course, the student will examine and interpret an intercultural experience from both one's own and another's world through researching and analyzing case studies of the global built environment.</li> <li>• By doing this, the student will 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. This course will be based on Octavio Paz' famous quote: "Architecture is the unbribable witness of history, you cannot speak about a building without acknowledging it is witness to an epoch, a culture, a society and its intentions."</li> <li>• The course will identify and participate in cultural differences in verbal and nonverbal communication. In this regard, the students will complete research assignments to be synthesized through graphic and oral presentations during class time. These case studies will follow on the course thematic schedule, starting with culture and the vernacular ending with urbanism and utopias (please see course schedule below.)</li> <li>• As the course investigates the subject matter of ecology and the environment, sustainability, resiliency, and regeneration, the students will be able to identify and analyze significant global challenges and opportunities in the human and natural world. This study is to be reinforced through the study of urbanism, utopias, and a tangible future in the final section of the course.</li> </ul>
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Through the assignments, readings, and lectures of this course, the student will be able to identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.
	Syllabus		ARCH 1222 DESIGN THINKING II SUMMER 2021 SYLLABUS.docx
	Reviewer Comments		ac087 - Thu, 11 Feb 2021 23:21:57 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. ac087 - Fri, 12 Feb 2021 15:53:45 GMT - approved at notify as this was intended to be a notification only.
ARCH 4016	Justification	This class will use Remote Delivery because of COVID-19 during fall 2020.	This course proposes to meet General Education Learning Outcome 6.1
	Additional Notes	administratively updating.	
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 6 – Learning Outcome 6.1

<p>Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?</p>		<p>Yes</p>
<p>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?</p>		<p>Yes</p>
<p>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</p>		<p>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.</p>

	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.		<p>1. Students in the Integrated Design Studio will produce a significant written paper that outlines the integration of building systems and their importance to the creation of a sustainable environment.</p> <p>2. Students shall produce a significant written document that expands upon the decision making undergone throughout the development of their studio project, including the learning that took place between the studio course and its companion course dedicated to the integration of building technologies. This paper will examine the testing of different simulation processes and how they affected building form and space, the understanding of environmental systems and how their knowledge growth in this subject area influenced their design decisions, their growing understanding of passive and active heating and cooling strategies, as well as numerous other learning outcomes born from a deep examination of the integration of building technologies and systems.</p> <ul style="list-style-type: none"> <li>• This paper shall become part of the student's oral project presentation and shall include diagrams and other forms of visualization that will enable a clear description of their understanding of the principles learned in the class.</li> <li>• This paper shall include quantitative outcomes through the testing of various energy models, lighting strategies, structural strategies, and environment behavior scenarios studied in class.</li> <li>• The paper shall also examine the projects cultural perspectives and the importance of the project and its development for the community that it serves.</li> <li>• The paper should address the awareness of diversity and its importance and impact on designed spaces, objects, as well as its influence on ways of thinking and acting in the world.</li> <li>• By synthesizing the knowledge gained in the class, both through qualitative and quantitative reasoning, the paper shall enhance the student's critical thinking skills as well as improve their capacity for ethical reasoning.</li> </ul>
	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 addition to the required written document, data will be collected from visual portfolios, multiple presentations, readings and discussions.
	Syllabus		ARCH4016_INTEGRATED DESIGN STUDIO SYLLABUS_FALL 2020 with General Education Requirements Included.docx
	Reviewer Comments		ac087 - Thu, 11 Feb 2021 23:29:22 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
ARCH 4433	Proposed Effective Date	Spring 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	

	Justification	Updated typically offered field.	The course proposes to meeting General Learning Outcomes 1.2 and 4.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2 Goal 4 – Learning Outcome 4.2
	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.

To successfully achieve this outcome, students will complete these five indicators:

- 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. (See "Group Project")
- Complete at least 12 pages of prose collected in at least three assignments or at least three oral or multimedia presentations that last a total of at least 20 minutes or some combination of written, oral, or multimedia presentations that constitute a commensurate amount of student work. (See "Group Project; "Think Pieces;" and "Research and Response" paper.)

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- Integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose. (See "Group Project")
- Incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness. (See "Group Project" and "Research and Response" paper.
- Incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations. (Required for all work submitted for course credit).

<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>Group Project (1): 22.5% of the course grade (Think of this as being equivalent to an in-class exam)          Teams of students will be given the opportunity to recreate the presentation of a great (okay, significant) building to a client through a “recreation of the moment” roleplay. For example, if the renovation of Vol Walker Hall were to be an option (it will not be), someone would assume the role of the project architect, someone else the affiliated architecture, someone else the client(s), someone else others with vested interests in the project, etc. as dictated by the circumstances of the design situation. The goal of this project is to drill into the history of the professions as well as the history of design, capturing the “spirit of the age” of a moment in history in so doing.          A list of projects will be offered with the project rubric and groups assigned.          The presentation format will be a 5 – 10-minute video-recording.          - 10 -          • Project Issued: September 8          • Project Due: October 8          Research and Response Paper (1): 22.5% of the course grade (Think of this as being equivalent to an in-class exam)          With a view toward provoking thinking about how diversity, equity, and inclusion is marked in the made environment, students will develop a critical paper about a work of design that memorializes or commemorates the struggles for recognition of woman and under-represented populations. The historical and architectural forces that influence the design shall be addressed. Selections can include buildings, landscape or urban interventions, the removals or destruction of monuments, historic preservation efforts, exhibition designs. The project brief will include both a rubric for the paper and a least of suggested topics. Students will have the option of submitting an iterative paper or a narrated power-point presentation.</p>
<p>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)</p>		<p>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.</p>

	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.		Identify and describe examples of historical and present-day issues related to diversity and inclusion in the United States. (See "Think Piece 1, What's Missing in Modern?") <ul style="list-style-type: none"> <li>• 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. (See "Public Lecture Think Piece".)</li> <li>• 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. (See "Think Piece 2, How Shall We Live? Fayetteville/ Los Angeles and "Think Piece 5, Where ya gonna live?)</li> </ul>
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Group projects, research and response paper, discussion breaks, short think pieces, quizzes and exams
	Syllabus		syl4433rev 2021 .pdf
	Reviewer Comments		ac087 - Thu, 11 Feb 2021 23:31:07 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. ac087 - Fri, 12 Feb 2021 15:54:54 GMT - approved at UCPC notify as this was intended to be a notification only
CSCE 5563		Added	
CSCE 690V		Added	
CVEG 488VH		Inactivated/Deleted	
DASC 390V		Added	
ECON 2013	Proposed Effective Date	Fall 2020	Fall 2021



	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	Generally, confirmation that Learning Goal 3.3 is properly addressed will be evidenced in the following manner: 1. Selected multiple choice questions included in the final exam. These questions encompass concepts and principles covered during the entire semester. Learning Indicator (a). 2. Selected questions included in homework assignments (online interactive or written) pertaining to interpretation of data and application of theories to macroeconomic issues. Learning Indicator (c) and (d). 3. Selected question from homework assignments pertaining to critical thinking--avoiding various fallacies in critical thinking and identification of causal effects beyond simple correlations of variables. Learning Indicator (b) and (d). 4. The student's critical thinking skills will be examined by analyzing current macroeconomic issues in the media. These would be included as one or more homework assignments and exam questions. Learning Indicator (d).	Generally, confirmation that Learning Goal 3.3 is properly addressed will be assessed by means of a comprehensive final exam. The comprehensive final will have the following objectives: 1. Questions encompassing concepts and principles covered during the entire semester. Learning Indicator (a). 2. Questions pertaining to interpretation of data and application of theories to macroeconomic issues. Learning Indicator (c) and (d). 3. Questions pertaining to critical thinking--avoiding various fallacies in critical thinking and identification of causal effects beyond simple correlations of variables. Learning Indicator (b) and (d). 4. The student's critical thinking skills will be examined by analyzing current macroeconomic issues in the media. These would be included as one or more exam questions. Learning Indicator (d).
	Justification	Uploaded General Education submission information.	Update to the General Education Curriculum Justification and Learning Indicators assessment.
	Syllabus	Econ_2013_Fall2018__Syllabus.pdf	
	Reviewer Comments		stephenc - Mon, 01 Mar 2021 14:22:33 GMT - Rollback: at the request of Alice Griffin
ECON 2023	Proposed Effective Date	Fall 2020	Fall 2021
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	Generally, confirmation that Learning Goal 3.3 is properly addressed will be evidenced in the following manner: 1. Selected multiple choice questions included in the final exam. These questions encompass concepts and principles covered during the entire semester. Learning Indicator (a). 2. Selected questions included in homework assignments (online interactive or written) pertaining to interpretation of data and application of theories to macroeconomic issues. Learning Indicator (c) and (d). 3. Selected question from homework assignments pertaining to critical thinking--avoiding various fallacies in critical thinking and identification of causal effects beyond simple correlations of variables. Learning Indicator (b) and (d). 4. The student's critical thinking skills will be examined by analyzing current macroeconomic issues in the media. These would be included as one or more homework assignments and exam questions. Learning Indicator (d).	Generally, confirmation that Learning Goal 3.3 is properly addressed will be assessed by means of a comprehensive final exam. The comprehensive final will have the following objectives: 1. Questions encompassing concepts and principles covered during the entire semester. Learning Indicator (a). 2. Questions pertaining to interpretation of data and application of theories to macroeconomic issues. Learning Indicator (c) and (d). 3. Questions pertaining to critical thinking--avoiding various fallacies in critical thinking and identification of causal effects beyond simple correlations of variables. Learning Indicator (b) and (d). 4. The student's critical thinking skills will be examined by analyzing current macroeconomic issues in the media. These would be included as one or more exam questions. Learning Indicator (d).
	Justification	Uploaded General Education submission information.	Update to General Education Curriculum Justification and to the Learning Indicators assessment.
	Syllabus	Econ_2023_Syllabus_S19.pdf	
	Reviewer Comments		stephenc - Mon, 01 Mar 2021 14:22:16 GMT - Rollback: at the request of Alice Giffin
ECON 2143	Proposed Effective Date	Fall 2020	Fall 2021

	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.	This course surveys basic principles of microeconomics and macroeconomics and the analytical tools needed to study ubiquitous and contemporary economic problems in individual, social, and political issues such as education, housing, the environment, health care, and income equality. Students will develop the principles of scarcity, allocation, and efficiency that guide the study and application of economics to the real world. The course applies basic economic principles to predict and explain consumer, producer, and market behavior. It also develops an understanding of the determinants of national income and the impact and limitations of fiscal and monetary policy on the aggregate economy.	Walton College majors are not eligible to register for this course. This course surveys basic principles of microeconomics and macroeconomics and the analytical tools needed to study ubiquitous and contemporary economic problems in individual, social, and political issues such as education, housing, the environment, health care, and income equality. Students will develop the principles of scarcity, allocation, and efficiency that guide the study and application of economics to the real world. The course applies basic economic principles to predict and explain consumer, producer, and market behavior. It also develops an understanding of the determinants of national income and the impact and limitations of fiscal and monetary policy on the aggregate economy.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	Generally, confirmation that Learning Goal 3.3 is properly addressed will be evidenced in the following manner: 1. Selected multiple choice questions included in the final exam. These questions encompass concepts and principles covered during the entire semester. Learning Indicator (a). 2. Selected questions included in homework assignments (online interactive or written) pertaining to interpretation of data and application of theories to macroeconomic issues. Learning Indicator (c) and (d). 3. Selected question from homework assignment pertaining to critical thinking--avoiding various fallacies in critical thinking and identification of causal effects beyond simple correlations of variables. Learning Indicator (b) and (d). 4. The student's critical thinking skills will be examined by analyzing current macroeconomic issues in the media. These would be included as one or more homework assignments and exam questions. Learning Indicator (d).	Generally, confirmation that Learning Goal 3.3 is properly addressed will be assessed by means of a comprehensive final exam. The comprehensive final will have the following objectives: 1. Questions encompassing concepts and principles covered during the entire semester. Learning Indicator (a). 2. Questions pertaining to interpretation of data and application of theories to macroeconomic issues. Learning Indicator (c) and (d). 3. Questions pertaining to critical thinking--avoiding various fallacies in critical thinking and identification of causal effects beyond simple correlations of variables. Learning Indicator (b) and (d). 4. The student's critical thinking skills will be examined by analyzing current macroeconomic issues in the media. These would be included as one or more exam questions. Learning Indicator (d).
	Justification	Uploaded General Education submission information.	Update to the General Education Curriculum Justification and Learning Indicators assessment.
	Syllabus	ECON_2143H__Syllabus__Spring_2018.pdf	
	Reviewer Comments		stephenc - Mon, 01 Mar 2021 14:21:59 GMT - Rollback: At the request of Alice Griffin
HIST 6273	Inactivated/Deleted		
IDES 3815	Reviewer Comments	ac087 - Mon, 14 May 2018 20:15:22 GMT - Rollback: administratively processing requisite change for registration purposes.	ac087 - Thu, 04 Feb 2021 22:45:26 GMT - Rollback: per discussion with Melinda Smith to correct gen ed outcomes ac087 - Fri, 05 Feb 2021 19:07:03 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. ac087 - Fri, 12 Feb 2021 15:58:20 GMT - approving at UCPC Notify as this was intended to be notification only.
	Proposed Effective Date	Spring 2019	Fall 2021
	Justification	Please remove pre-requisite of IDES 3833. The course is now offered in another semester. Please remove co-requisite of IDES 4813. The course is now offered in another semester.	This course proposes to meet General Education Learning Outcome 4.1.

	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.1 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 incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<p>a. examine and interpret an intercultural experience from both one’s own and another’s worldview.</p> <p>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</p> <p>d. identify and analyze significant global challenges and opportunities in the human and natural world.</p>

<p>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.</p>	<p>This course approaches space design as an experiential endeavor. As an extension, design solutions must provide the desired intellectual and physical stimulation necessary to each unique project and context. From spatial sequencing, views, and materials detailing to environmental qualities such as illumination and thermal properties, you will work toward design solutions that deliver novel experiences contributing to a profitable business enterprise.</p> <p>Synthesize the development over time of the fundamental concepts, principles, theories, and methods, creative practices and techniques of the visual and/or performing arts.</p> <ul style="list-style-type: none"> <li>o Through written, oral, and/or graphic techniques of communication, analyze and interprets works of fine and performing arts using appropriate critical language, and identifying the visual, sensory, environmental, and psychological characteristics that they observe.</li> <li>o Understand and use materials and resources available for participation in the arts in various roles.</li> <li>o Draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities</li> <li>o Articulate the key concepts, principles, and overarching themes to a social science discipline</li> </ul>
<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>	<p>Through the process and evolution of an intensive semester long design project culminating into a final project that meets all course objectives and specified learning outcomes.</p>
<p>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</p>	<ul style="list-style-type: none"> <li>a. Written, oral, and/or multimodal communication abilities.</li> <li>d. Diversity awareness and/or intercultural competency.</li> <li>e. Critical thinking and/or ethical reasoning.</li> </ul>

	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.		<ul style="list-style-type: none"> <li>o Through written, oral, and/or graphic techniques of communication, analyze and interprets works of fine and performing arts using appropriate critical language, and identifying the visual, sensory, environmental, and psychological characteristics that they observe.</li> <li>Draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities</li> <li>Integrate and use evidence-based theories to explain various types of human interaction through written and oral communication.</li> <li>o Evaluate the credibility and use of scientific information</li> <li>o Make evidence-based arguments to support conclusions</li> </ul>
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Through the process and evolution of an intensive semester long design project culminating into a final project that meets all course objectives and specified learning outcomes.
	Syllabus		IDES 3815 S Y L L A B U S Sp21b.pdf
IDES 4813	Proposed Effective Date	Fall 2020	Fall 2021
	Is course a General Education Course?	No	Yes
	Justification	IDES 4823 Human Factors for Interior Design will be better suited in the SPRING semester of third year because the content aligns with and reinforces design studio projects typically taught in IDES 3815 Interior Design VI.	This course proposes to satisfy learning outcome 4.2.
	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.2
	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 five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<p>a. identify and describe examples of historical and present day issues related to diversity and inclusion in the United States.</p> <p>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.</p> <p>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.</p>
	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.		Course Description: This course explores the complex, dynamic, and reciprocal relationship between people and their environments. Specific physiological and psychosocial characteristics inherent to individuals and groups are examined in the context of contemporary research and design issues. Theoretical frameworks, research methods, and findings are analyzed and applied to diverse settings.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		<p>The course will utilize various methods of learning and assessment:</p> <p>1) Readings and Video. A selection of materials has been identified for this course. You must digest and analyze these materials in order to prepare yourself for class discussions, assignments, and exams.</p> <p>2) Worksheets and assignments to demonstrate your understanding.</p> <p>3) Class Discussion. This course is meaningful through the dialogue you have with your instructors and your classmates. Your full participation—listening/reading, speaking/writing, and taking notes— is expected during class. Not everyone is comfortable speaking in the class as a whole but engagement occurs at a variety of scales.</p> <p>4) Quizzes. The course will include multiple quizzes. They will be completed online and will be a combination of question types and will cover all class materials.</p>
	Syllabus		IDES 4813 Human Factors in Interior Design Syllabus 2021 (1).pdf
	Reviewer Comments		<p>ac087 - Fri, 05 Feb 2021 19:14:23 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>ac087 - Fri, 12 Feb 2021 15:59:41 GMT - approving at UCPC Notify as this was intended to be a notification only.</p>
IDES 4823	Proposed Effective Date	Summer 2018	Fall 2021
	Justification	Updated typically offered field.	To satisfy General Education Learning Outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		<p>Goal 1 – Learning Outcome 1.2</p> <p>Goal 5 – Learning Outcome 5.1</p>

	<p>Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?</p>		<p>Yes</p>
	<p>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?</p>		<p>Yes</p>
	<p>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>		<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.  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.</p>

<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>	<p>Exposure to the current and relevant events that are shaping contemporary society and the world.</p> <p>Understand that Interior designers collaborate and participate in interdisciplinary teams.</p> <p>Awareness of technology-based collaboration methods.</p> <p>Understand teamwork structures, leadership models, and the dynamics of collaboration.</p> <p>Understand the principles and processes that define the profession and the value of interior design to society. Including the breadth and depth of interior design's impact and value.</p> <p>Understand components of business practice.</p> <p>Understand types of professional business formations, elements of project management, instruments of service (contract documents, transmittals, schedules, budgets, and specifications), and professional ethics and conduct.</p> <p>Exposure to career opportunities an interior design education and afford and the options for advanced study.</p> <p>Exposure to role models who are qualified by education and experience in interior design.</p> <p>Exposure to the role and value of legal recognition for the profession, professional organizations, life-long learning, and public service.</p> <p>Incorporate and cite sources from primary and secondary sources in written, oral, or multi-media presentations.</p> <p>Awareness of the environmental impact of construction.</p> <p>Awareness of the origins and intent of laws, codes, and standards.</p> <p>To develop a job search strategy, portfolio, resume, and cover letters and career opportunities in interior design.</p>
<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>	<p>EXAMPLES ARE ATTACHED:          Professional Ethics Assignment          Website Assignment          Job Search Package Assignment</p>
<p>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)</p>	<p>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.</p> <p>d. describe key fallacies and identify them in context.</p> <p>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.</p>



	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.		<p>Exposure to the current and relevant events that are shaping contemporary society and the world.</p> <p>Understand that Interior designers collaborate and participate in interdisciplinary teams.</p> <p>Understand types of professional business formations, elements of project management, instruments of service (contract documents, transmittals, schedules, budgets, and specifications), and professional ethics and conduct.</p> <p>Exposure to the role and value of legal recognition for the profession, professional organizations, life-long learning, and public service.</p> <p>Awareness of the origins and intent of laws, codes, and standards.</p>
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		<p>EXAMPLES ARE ATTACHED:  Professional Ethics Assignment  Website Assignment  Job Search Package Assignment</p>
	Syllabus		<p>IDES Pro Practice Syllabus Schedule F2020.doc  Website Assignment 2021.doc  Professional Ethics Assignment 2021.doc  Job Search Package Assignment 2021.doc</p>
	Reviewer Comments		<p>ac087 - Thu, 04 Feb 2021 22:45:51 GMT - Rollback: per discussion with Melinda Smith to correct gen ed outcomes.  ac087 - Fri, 05 Feb 2021 19:17:24 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum process requires major approval process.  ac087 - Fri, 12 Feb 2021 16:00:32 GMT - approving at UCPC Notify as this was intended to be a notification only.</p>
ITAL 5123	Added		
MATH 2213	Proposed Effective Date	Fall 2019	Fall 2021
	Course Delivery Method	On campus Off campus	On campus
	Off Campus Delivery	Online/Web-based	
	Prerequisite(s)	A grade of C or better in any of MATH 1203, MATH 1204, MATH 1213, MATH 1284C, MATH 1313, MATH 2033, MATH 2043, MATH 2053, MATH 2183 or MATH 2554, or a score of at least 80% on the University of Arkansas Mastery of Algebra Exam, or a score of at least 26 on the math component of the ACT exam, or a score of at least 600 on the math component of the old SAT or 620 on the math component of the new SAT.	A grade of C or better in any of MATH 1203, MATH 1204, MATH 1213, MATH 1284C, MATH 1313, MATH 2043, MATH 2053, MATH 2183 or MATH 2554, or a score of at least 80% on the University of Arkansas Mastery of Algebra Exam, or a score of at least 26 on the math component of the ACT exam, or a score of at least 600 on the math component of the old SAT or 620 on the math component of the new SAT.
	Justification	Recommendation from Math Pathways group that MATH 1313 Quantitative Reasoning can serve as a pre-requisite, as an alternative to College Algebra.	Removed MATH 2033 as a prerequisite because it is being inactivated.

	Reviewer Comments	agriffin - Thu, 20 Sep 2018 13:57:27 GMT - In consultation with Math Chair, I updated delivery method to include distance offering-online/web-based. I also added the course subject and number to Quantitative Reasoning in the justification.	skenner - Tue, 16 Feb 2021 16:20:17 GMT - Rollback: Per Discussion, rolling back to remove online/web-based delivery method. ac087 - Tue, 16 Feb 2021 17:36:22 GMT - Rollback: per email discussion with ryan cochran. stephenc - Mon, 01 Mar 2021 14:21:30 GMT - Rollback: At request of Alice Griffen
	Is course a General Education Course?		No
	Additional Notes		Resubmitted removing the online delivery method which carried over in error.
MATH 4933	Proposed Effective Date	Summer 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	Added learning outcomes.
	Is course a General Education Course?		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)		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.

<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>	<p>a. Students learn to communicate mathematical ideas through written work and presentations. To achieve these aims, students are exposed to mathematical typesetting software, read a variety of mathematical texts, are instructed on best practices in mathematical writing and engage in in-class discussions. By looking at actual works of mathematical writing, students learn how to follow a model presentation. Through critical analysis of and instruction on the examined material, students learn how to revise mathematical writing for a specific audience.</p> <p>b. Students complete a number of written assignments based on readings which total to 12 pages or more. These include but are not limited to a term paper and accompanying presentation.</p> <p>c. Students are required to choose content which is accessible to their peers and present it clearly using appropriate examples, diagrams and figures to illustrate key points, thus ensuring the presentation is appropriate to the situation, audience and purpose.</p> <p>d. Students participate in a peer-review process and receive feedback in various stages from instructor on the term paper and other writing assignments. This allows the student to incorporate feedback into their final product.</p> <p>e. The term paper includes citations of secondary research as well as discussion of how to use database tools such as MathSciNet.</p>
<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>	<p>Assignments for this class include both presentations (oral and multi-media) and written work (original and critique of peer work). Assignments are collected via Blackboard.</p>
<p>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</p>	<p>a. Written, oral, and/or multimodal communication abilities.</p> <p>b. Quantitative literacy.</p> <p>e. Critical thinking and/or ethical reasoning.</p>

	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.		Students are required to write a term paper on a mathematical subject of their choice and also to provide a critical assessment of the content of their paper as specified in the Learning Indicators of Learning Outcome 6.1. The subject matter of their term paper must be chosen so that it involves at least three of the skills and abilities specified in Learning Outcome 6.1. There are many ways to meet these requirements. In their critical assessments, students will likely highlight items a., b. and e. in the following ways: a. Mathematical writing requires the inclusion of typesetting as well as prose. Therefore, the term paper will necessarily involve written communication abilities; b. Mathematics by nature requires quantitative literacy and this will be visible in term papers; e. Critical thinking is a necessary part of processing and communicating mathematical subject matter and will therefore be incorporated into term papers. This illustrates that at least three of the specified sets of skills and abilities are within reach given the guidelines for the term paper. However, students will not be limited to these items. For instance, a paper on mathematical contributions by members of underrepresented groups could tie in item d., while a paper on the mathematics of gerrymandering could tie in aspects of item c.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Assignments for this class include both presentations (oral and multi-media) and written work (original and critique of peer work). Assignments are collected via Blackboard.
	Syllabus		MATH 4933 syllabus.docx
	Reviewer Comments		ac087 - Fri, 05 Feb 2021 19:21:46 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. markj - Fri, 05 Feb 2021 20:54:18 GMT - Rollback: Edits are needed ac087 - Fri, 12 Feb 2021 16:01:21 GMT - Approving at UCPC Notify as this was intended to be notification only.
OCTH 5591L	allcodes	OCTH 5591	OCTH 5591L
	Proposed Effective Date	Fall 2019	Summer 2021
	Course Number	5591	5591L
	Component Type	Applied Instruction	Laboratory
	Short Course Title	OAI UPPER EXTREMITY REHAB	OAI UPPER EXTREMITY REHAB LAB
	Catalog Description	This course focuses on the evaluation and treatment of upper extremity dysfunction, with emphasis on the wrist and hand, from an occupational perspective. Students will administer and interpret common upper extremity evaluations, develop occupation centered interventions and fabricate orthotics to promote occupational performance. This lab course accompanies OCTH 5581 Upper Extremity Rehabilitation Lecture.	This course focuses on the evaluation and treatment of upper extremity dysfunction, with emphasis on the wrist and hand, from an occupational perspective. Students will administer and interpret common upper extremity evaluations, develop occupation centered interventions, and fabricate orthotics to promote occupational performance. This lab course accompanies OCTH 5581 Upper Extremity Rehabilitation Lecture.

	Justification	This applied learning course will allow students to develop and demonstrate entry-level competencies and prepare them for Level II Fieldwork. Objectives reflect new accreditation standards.	As we develop this course, we have realized that students will need additional time and instruction in a lab format so we are proposing the change to a lab course. It will be paired with the lecture course OCTH 5581.
	Syllabus	OCTH 5591 Occupations, Adaptations, and Innovations Upper Extremity Rehabilitation FINAL.docx	OCTH 5591 Occupations, Adaptations, and Innovations Upper Extremity Rehabilitation.docx
	Course Code	OCTH 5591	OCTH 5591L
	Is course a General Education Course?		No
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Additional Notes		The syllabus and course schedule is currently under development by a hand therapy expert, who will be teaching the course this first time in conjunction with OT faculty.
	Reviewer Comments		ac087 - Fri, 05 Feb 2021 19:25:42 GMT - summer effective date pending successful completion of the approval process in time.
PBHL 5653		Added	
PHIL 5193		Added	
PHIL 5323		Added	
PHIL 5333		Added	
PHIL 5433		Added	
PLSC 5273		Inactivated/Deleted	
THTR 5161		Inactivated/Deleted	
THTR 5213		Inactivated/Deleted	
THTR 5353		Inactivated/Deleted	
THTR 5653		Inactivated/Deleted	
THTR 5763		Inactivated/Deleted	
WLIT 5113		Added	