

CIM Report Apr 22, 2024 1:24pm

Course Changes Pending Approval from Faculty Senate

| Code | Field | Old Value | New Value |
|---------------|-------------------------------|--|---|
| AMPD 40903 | Title/Description Change Type | Major Content Change | |
| | Prerequisite(s) | (ECON 21403 or (ECON 21003 and ECON 22003) or (AGEC 11003 and AGECE 21003)) and AMPD 30303 and senior standing or instructor consent. | (ECON 21403 or (ECON 21003 and ECON 22003) or (AGEC 11003 and AGECE 21003)) and AMPD 30303 or instructor consent. |
| | Justification | Due to the prevalence of global sourcing practices in the garment industry in developed nations, this course will show how the information on global sourcing could assist and set the agendas for future research and teaching in AMPD. Apparel merchandising, product development, and marketing decision-making are all impacted by global sourcing. Knowledge of global sourcing will help merchandisers become more effective forecasters, planners, and implementers in this highly unpredictable marketplace. Also, knowledge of global sourcing would help designers and product developers make better decisions about fiber choices, understand different raw materials, and become more aware of product performance requirements and design compliance issues. | Senior standing has been removed for students to better matriculate through the program. If the students have met the prerequisites they do not need senior standing to enroll in this class. |
| | Syllabus | AMPD 4093 Syllabus.pdf | |
| | Reviewer Comments | | ac087 - Mon, 08 Apr 2024 16:33:37 GMT - modified workflow to include core committee, undergraduate council and faculty senate due to gen ed curriculum outcomes. |
| ANSC 26102 | | Added | |
| ANSC 55402 | | Added | |
| ARSC 20003 | Proposed Effective Date | Fall 2024 | Spring 2025 |
| | Catalog Title | Second Year Experience | Navigating Personal and Professional Growth |
| | Short Course Title | SECOND YEAR EXPERIENCE | NAVIGATING PERS PROF GROWTH |
| | Catalog Description | Explores the purpose of a college education, the university general education objectives, and the many dimensions of wellness for sophomores who are still discovering their place at the university. | Explores the purpose of a college education, the university general education objectives, and the many dimensions of wellness and career competencies. Involves reflection on student's personal strengths and college experiences to make connections to career competencies. |
| | Justification | | The course was designed as a wayfinding course for sophomores who were trying to figure out who they were and what they wanted to do. We realized that this course was a topic of interest to many students and the course title was unnecessarily filtering out students who might otherwise want and need the course. We updated the name to be more inclusive and to better describe the contents of the course. |
| | Title/Description Change Type | | Major Content Change |
| | Syllabus | | ARSC 20003 Syllabus.docx |
| CHEG 49203 | | Added | |

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| CHEG 59203 | | | Added |
| CLST 40003 | | | Added |
| CSCE 44803 | | | Added |
| CSCE 54803 | | | Added |
| CSCE 57903 | | | Added |
| ENTO 40603 | | | Added |
| ENTO 50603 | | | Added |
| FINN 51403 | | | Added |
| FINN 53403 | | | Added |
| HDFS 260H3 | allcodes | HDFS 2603H | HDFS 260H3 |
| | Proposed Effective Date | Spring 2018 | Fall 2024 |
| | Course Number | 2603H | 260H3 |
| | Typically Offered | Spring | Spring and Summer |
| | Justification | Human Development and Family Sciences faculty voted to change the prefix for HESC courses to HDFS in order to more clearly identify Human Development and Family Sciences courses. This also brings HDFS in line with both the Apparel Merchandising and Product Development and Human Nutrition and Hospitality Innovation areas, who have also recently adopted unique prefixes. Finally, it helps minimize confusion in degree program undergraduate and graduate catalogs. | The change of this course was to add the required material for assessment of courses included in the general education curriculum. This course has long been included in the general education curriculum, but the material was not copied from the non-honors class to the honors class. This proposal simply copies that information from the non-honors class to the honors class. |
| | Additional Notes | To be effective FALL 2017 | Timothy Killian supplied the syllabus for the course on 3.25.24 |
| | Reviewer Comments | agriffin - Tue, 09 May 2017 21:22:14 GMT - Changed effective catalog to Spring 2018. Request did not complete the approval process in time to be effective for fall 2017. | ac087 - Wed, 14 Feb 2024 18:04:08 GMT - Changed effective date to fall 2024 for common course numbering syncing purposes. Will also add a summer 2024 row administratively in UAC to match proposers "submitted" effective date. dkorth - Mon, 19 Feb 2024 20:14:55 GMT - Rollback: After talking to departmental/college leadership, the General Education Learning outcomes are supposed to be included similar to the HDFS 26003 course. ac087 - Tue, 27 Feb 2024 17:32:22 GMT - Fall 2024 effective date pending completion of approval process before start of term. |
| | Course Code | HDFS 2603H | HDFS 260H3 |
| | Is course a General Education Course? | No | Yes |
| | Choose the learning outcome the course addresses: | | Goal 3 – Learning Outcome 3.3 Goal 4 – Learning Outcome 4.2 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 |

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| <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 must incorporate at least three of the five learning indicators. In an approved course, students will (please select indicators)</p> | <p>a. articulate the key concepts, principles, and overarching themes to a social science discipline. b. apply social scientific reasoning and techniques. c. analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions. d. apply critical thinking and use scientific reasoning to evaluate claims about the social world.</p> |
| <p>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.</p> | <p>Students will learn about sociological approaches to understanding, studying, and meeting the needs of families in rural communities (as compared to other disciplines and areas of study). They will apply these concepts and methods in weekly discussions and reflections as well as in a research project. They will employ data collection, interpretation, and needs assessment methods to thoroughly understand assigned Arkansas communities and identify historical and contemporary issues across multiple ecological levels.</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>Students' content knowledge of concepts, principles, and themes will be assessed via exams. Critical application of knowledge and reasoning will be assessed via weekly discussions and reflections. Application of both knowledge and critical thinking/reasoning will be assessed via research project and oral 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. e. demonstrate problem-solving and change management skills for achieving social equity.</p> |

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| | 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. | | Student understanding of diversity within the United States will largely be assessed through a community research project. This will require students to locate sources, collect data, and critically analyze the makeup of rural communities (demographic, social, cultural, structural, geographic, etc.) that contribute to both community and family resilience as well as adversities linked with inequality, power imbalance, and discrimination. They will analyze their findings to develop a community needs assessment from which they will propose solutions to problems that address adversity factors, while capitalizing on identified strengths. |
| | How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.) | | Evolving project results will be discussed in small groups throughout the semester and presented to the class at the end. |
| | 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. | | Students will demonstrate critical thinking and ethical reasoning in three ways: exam vignettes/scenarios, weekly discussions and reflections, and research project analysis and dissemination. Students will be assigned weekly readings focused on the intersection of diversity and "place" (rural vs. urban contexts). |
| | How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.) | | Using these readings, students will lead discussions and write reflection essays to demonstrate not only their understanding of the material, but their understanding of what it means to think deeply and systemically on issues of race/ethnicity, gender, geography, access to resources, social dynamics, and other factors of intersectionality. The research project will challenge students to apply critical thinking and reasoning skills to understanding and communicating the challenges, problems, and strengths of specific community settings. |
| | Syllabus | | HDFS 2603H Honors Syllabus MAY 2023.docx |
| MEEG 44403 | | Added | |
| MEEG 54403 | | Added | |
| MEST 20203 | | Added | |
| MUHS 4990V | | Added | |
| MUPD 4890V | | Added | |

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| MUSC 4990V | Added | | |
| MUTH 4990V | Added | | |
| PBHL 40403 | Proposed Effective Date | Fall 2024 | Spring 2025 |
| | Prerequisite(s) | Successful completion of PBHL 11003, PBHL 30401, Senior standing, and Public Health Bachelor of Science (PBHLBS) major required. | PBHL 30401 and Public Health Bachelor of Science (PBHLBS) major required. |
| | Pre- or Corequisite(s) | PBHL 36403 and PBHL 46003. | |
| | Justification | Added pre-internship as pre-req for internship course. | This change will reduce barriers to taking PBHL 40403. It will reduce the bottlenecking that occurs in the program and will assist students in graduating on time. |
| | Syllabus | PBHL 4043 Internship Fall 2023 Syllabus.docx | |
| | Reviewer Comments | ac087 - Fri, 15 Sep 2023 17:33:44 GMT - adjusted workflow to include Core Committee, Undergraduate Council and Faculty Senate per gen ed curriculum. | ac087 - Thu, 11 Apr 2024 13:28:58 GMT - Adjusted workflow to include Core Committee, Undergraduate Council and Faculty Senate per Gen Ed Curriculum outcomes. |
| POSC 43203 | Added | | |
| POSC 44203 | Added | | |
| POSC 53203 | Added | | |
| POSC 54203 | Added | | |
| POSC 55402 | Added | | |
| SCWK 58503 | Added | | |