

CIM Report Apr 23, 2021 8:43am

Course Changes Pending Approval from Faculty Senate

Code	Field	Old Value	New Value
AAST 4183			Added
ACOM 475V	Proposed Effective Date	Fall 2020	Fall 2021
	Is course a General Education Course?	No	Yes
	Justification	The AECT department is aligning its course prefixes with its major concentration areas so coursework in each concentration will be better reflected on students' transcripts. This course aligns with the ACOM concentration.	AECT's internship courses are being slightly modified to satisfy University Core Goal 6, Learning Outcome 6.1.
	Syllabus	475V_575V syllabus.pdf	Syllabus_2021_EXED_ACOM_AGLE_ASTM 475V.docx
	Choose the learning outcome the course addresses:		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, 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. 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.		Students in this internship/experiential learning course will participate in an internship involving a minimum of 240 hours of work, allowing them to use their skills and abilities in an integrated fashion.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Students in the internship course will 1. Produce a significant portfolio of work demonstrating internship experiences and reflecting on those experiences in the context of the student's entire degree program. 2. Produce a final written document (1,250 words) and oral presentation demonstrating a. Written, oral, and/or multimodal communication abilities b. Diversity awareness and/or intercultural competency c. Critical thinking/ethical reasoning
	Reviewer Comments		ac087 - Thu, 19 Nov 2020 15:01:16 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. wardlow - Thu, 19 Nov 2020 16:50:41 GMT - Rollback: Wrong syllabus file name.
ADLL 5103	Added		
AGLE 475V	Proposed Effective Date	Fall 2020	Fall 2021
	Is course a General Education Course?	No	Yes
	Justification	The AECT department is aligning its course prefixes with its major concentration areas so coursework in each concentration will be better reflected on students' transcripts. This course aligns with the AGLE concentration.	AECT's internship courses are being slightly modified to satisfy University Core Goal 6, Learning Outcome 6.1.
	Syllabus	475V_575V syllabus.pdf	Syllabus_2021_EXED_ACOM_AGLE_ASTM 475V.docx
	Choose the learning outcome the course addresses:		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

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	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 in this internship/experiential learning course will participate in an internship involving a minimum of 240 hours of work, allowing them to use their skills and abilities in an integrated fashion.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Students in the internship course will 1. Produce a significant portfolio of work demonstrating internship experiences and reflecting on those experiences in the context of the student's entire degree program. 2. Produce a final written document (1,250 words) and oral presentation demonstrating a. Written, oral, and/or multimodal communication abilities b. Diversity awareness and/or intercultural competency c. Critical thinking/ethical reasoning
	Reviewer Comments		ac087 - Mon, 30 Nov 2020 19:32:48 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
ARTS 4003	Proposed Effective Date	Spring 2021	Fall 2021
	Justification	Updating the ability to repeat for credit to provide further possibilities for students to develop their own self-directed projects over their junior and senior year. Updating the prerequisites to correspond with other curricular changes. Specifically creating pathways for those not specializing in drawing but who wish to explore a semester-long drawing project after taking an upper-level course.	Submitting course to fulfill gen ed outcome 6.1 in the STARBA program.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		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, 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		<ul style="list-style-type: none"> 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. 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.		Students in this course produce a body of work requiring substantial self-direction and/or the use of skills and methods acquired in previous courses. Successful projects reflect not only students' expertise in their chosen media but an awareness of how their studio practice resides within the larger context of the arts and contemporary cultural discourse, including awareness of diversity and interculturality. Students will demonstrate critical thinking and/or ethical reasoning in the formation and written/verbal explanations of their projects as well as in critical review of their peers' projects, and/or distinct writing assignments as specified by the instructor.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Progress is monitored throughout the course via student communication with instructor as well as peer communication facilitated by the instructor. The instructor collects students' portfolios, proposals, and artist statements, typically in the form of digital documentation, submitted via shared folder, student-designed artist website, or other format as specified by the instructor. Both the student work and the documentation of that work is to be executed in reflection of contemporary professional standards.
Syllabus			ARTS 4003 syllabus.docx

	Reviewer Comments		ac087 - Tue, 01 Dec 2020 15:20:12 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Tue, 02 Feb 2021 19:43:38 GMT - Rollback: Please work with faculty member to submit a revised syllabus including the learning outcomes for 6.1. rcc003 - Wed, 17 Mar 2021 23:28:13 GMT - Added syllabus with gen ed learning outcomes.
ARTS 4183	Proposed Effective Date	Spring 2018	Fall 2021
	Justification	Updated typically offered field.	Submitting course to fulfill gen ed outcome 6.1 in the STARBA program.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		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, 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. 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.		Students in this course produce a body of work requiring substantial self-direction and/or the use of skills and methods acquired in previous courses. Successful projects reflect not only students' expertise in their chosen media but an awareness of how their studio practice resides within the larger context of the arts and contemporary cultural discourse, including awareness of diversity and interculturality. Students will demonstrate critical thinking and/or ethical reasoning in the formation and written/verbal explanations of their projects as well as in critical review of their peers' projects, and/or distinct writing assignments as specified by the instructor.
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	Syllabus		ARTS 4193 syllabus.docx
	Reviewer Comments		ac087 - Tue, 01 Dec 2020 15:22:47 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum Committee requires major approval process agriffin - Tue, 02 Feb 2021 19:45:12 GMT - Rollback: Please work with faculty member to submit a revised syllabus including the learning outcomes for 6.1. rcc003 - Wed, 17 Mar 2021 23:42:08 GMT - Attached syllabus with gen ed learning outcomes.
ARTS 4193	Proposed Effective Date	Spring 2018	Fall 2021
	Justification	Updated typically offered field.	Submitting course to fulfill gen ed outcome 6.1 in the STARBA program.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		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, 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>a. Written, oral, and/or multimodal communication abilities.</p> <p>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.</p> <p>d. Diversity awareness and/or intercultural competency.</p> <p>e. Critical thinking and/or ethical reasoning.</p>
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	Syllabus		ARTS 4193 syllabus.docx
	Reviewer Comments		<p>ac087 - Tue, 01 Dec 2020 15:24:59 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>agriffin - Tue, 02 Feb 2021 19:46:42 GMT - Rollback: Please work with faculty member to submit a revised syllabus including the learning outcomes for 6.1.</p> <p>rcc003 - Wed, 17 Mar 2021 23:39:57 GMT - Attached syllabus with gen ed learning outcomes.</p>
ARTS 4223	Proposed Effective Date	Fall 2017	Fall 2021
	Justification	Updated typically offered field.	Submitting course to fulfill gen ed outcome 6.1 in the STARBA program.
	Is course a General Education Course?		Yes

	Choose the learning outcome the course addresses:		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, 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. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.
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	Syllabus		ARTS 4223 syllabus.docx

	Reviewer Comments		ac087 - Tue, 01 Dec 2020 15:28:24 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Tue, 02 Feb 2021 22:48:00 GMT - Rollback: Please work with faculty to upload a syllabus that includes 6.1 learning outcomes. rcc003 - Wed, 17 Mar 2021 23:37:52 GMT - Attached syllabus with gen ed learning outcomes.
ARTS 4573	Proposed Effective Date	Spring 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	Submitting course to fulfill gen ed outcome 6.1 in the STARBA program.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		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, 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. 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.		Students in this course produce a body of work requiring substantial self-direction and/or the use of skills and methods acquired in previous courses. Successful projects reflect not only students' expertise in their chosen media but an awareness of how their studio practice resides within the larger context of the arts and contemporary cultural discourse, including awareness of diversity and interculturality. Students will demonstrate critical thinking and/or ethical reasoning in the formation and written/verbal explanations of their projects as well as in critical review of their peers' projects, and/or distinct writing assignments as specified by the instructor.
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	Syllabus		ARTS 4573 syllabus.docx
	Reviewer Comments		ac087 - Tue, 01 Dec 2020 15:32:01 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. ac087 - Thu, 03 Dec 2020 20:39:01 GMT - Rollback: fixing workflow. agriffin - Tue, 02 Feb 2021 22:50:19 GMT - Rollback: Please work with faculty member to upload a revised syllabus that includes learning outcomes for 6.1. rcc003 - Wed, 17 Mar 2021 23:30:40 GMT - Added syllabus with gen ed learning outcomes.
ARTS 4743	Proposed Effective Date	Fall 2019	Fall 2021
	Justification	Created for new, developing studio area.	Submitting course to fulfill gen ed outcome 6.1 in the STARBA program.
	Syllabus	UARK_Experiments_in_Moving_Image II.pdf	ARTS 4743 syllabus.docx
	Reviewer Comments	rcc003 - Wed, 10 Oct 2018 16:18:34 GMT - Edited catalog description.	ac087 - Tue, 01 Dec 2020 15:37:18 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Tue, 02 Feb 2021 22:50:45 GMT - Rollback: Please work with faculty member to upload a revised syllabus that includes learning outcomes for 6.1. rcc003 - Thu, 18 Mar 2021 00:32:02 GMT - Attached syllabus with gen ed learning outcomes.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		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
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	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Progress is monitored throughout the course via student communication with instructor as well as peer communication facilitated by the instructor. The instructor collects students' portfolios, proposals, and artist statements, typically in the form of digital documentation, submitted via shared folder, student-designed artist website, or other format as specified by the instructor. Both the student work and the documentation of that work is to be executed in reflection of contemporary professional standards.
ARTS 4893	Proposed Effective Date	Fall 2020	Fall 2021
	Is course a General Education Course?	No	Yes

Justification	This new course will be integrated as the advanced, professional level of our BFA photography degree. We hope to have students take at least two 4000-level courses in photo before taking this class, but have decided it would be cleaner to simply make the intro photo courses as well as junior/senior level standing as the pre-req. We are open to students taking multiple semesters of this course in order to establish a professional, independently driven studio practice in photography.	Submitting course to fulfill gen ed outcome 6.1 in the STARBA program.
Syllabus	ARTS 4893_2019.pdf	ARTS 4893 syllabus.docx
Reviewer Comments	rcc003 - Thu, 05 Dec 2019 17:46:00 GMT - Edited desc.	ac087 - Tue, 01 Dec 2020 15:39:53 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Tue, 02 Feb 2021 22:51:13 GMT - Rollback: Please work with faculty member to upload a revised syllabus that includes learning outcomes for 6.1. rcc003 - Wed, 17 Mar 2021 23:33:53 GMT - Attaching syllabus containing gen ed learning outcomes.
Choose the learning outcome the course addresses:		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
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ASTM 475V	Proposed Effective Date	Fall 2020	Fall 2021
	Is course a General Education Course?	No	Yes
	Justification	The AECT department is aligning its course prefixes with its major concentration areas so coursework in each concentration will be better reflected on students' transcripts. This course aligns with the ASTM concentration.	AECT's internship courses are being slightly modified to satisfy University Core Goal 6, Learning Outcome 6.1.
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	Choose the learning outcome the course addresses:		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
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	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Students in the internship course will 1. Produce a significant portfolio of work demonstrating internship experiences and reflecting on those experiences in the context of the student's entire degree program. 2. Produce a final written document (1,250 words) and oral presentation demonstrating a. Written, oral, and/or multimodal communication abilities b. Diversity awareness and/or intercultural competency c. Critical thinking/ethical reasoning
	Reviewer Comments		ac087 - Thu, 19 Nov 2020 15:06:33 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. wardlow - Thu, 19 Nov 2020 16:50:19 GMT - Rollback: Wrong syllabus file name.
BMEG 4823	Proposed Effective Date	Fall 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Update of the course catalog description to more closely reflect the course design.	Adding reflective essay to meet new general education requirement
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		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

<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. b. Quantitative literacy. 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.

a) Through their senior design project capstone experience, the students complete the following:

a formal final written report,
a formal oral presentation to peers, faculty, clients and visitors, and
special communications modules (e.g., poster, web-site, brochure, video) intended for lay audiences

Students will consider and express the importance of communication skills in their Reflective Essay.

b) The team projects require mathematical modeling to guide the design of proposed systems, including quantitative analyses that help to predict and understand system behavior, and to facilitate the optimization of systems to best meet the needs of the client, while minimizing harm to neighbors and other members of the general public.

The importance of quantitative skills will be addressed in the student's Reflective Essay.

e) The team projects require students to fully confront the complexity of the problematic situation being addressed. They are required to include consideration of economic, environmental and social impacts on the client and society. They are required to consider the client's specific needs and constraints, but also to check on relevant codes, regulations or published design guides or standards. The Code of Ethics of the NSPE is used as a reference to help guide decision-making. Critical thinking is required because of the complexity of the systems and considerations, and the need for trade-offs. Design decisions will be guided by ethics, concern for the welfare of the public, as well as the specific needs of the client. This will be evident in the student's final design reports.

Critical thinking and ethical reasoning will be addressed in the Reflective Essay.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.) 1) Final Report The grade for the final written report will be graded on a 0 - 100% basis (and converted to a 4.0 grade point score) and the results will be reported and posted in Blackboard. The grade rubric will include technical/quantitative merit, quality of communications, and demonstration of complex problem analysis and decision-making. 2) Reflective Essay A minimum 1250-word Reflective Essay will be assigned. It will be graded a 0 - 100% basis (and converted to a 4.0 grade point score) and the results will be reported and posted in Blackboard. The grade rubric will include reflections on (a) Communications, (b) Quantitative Literacy and (e) Critical Thinking and Ethical Reasoning. The essay will reflect student's evaluation of the skills they acquired and their importance to their careers.
	Syllabus		BMEG 4823 Syllabus.docx
	Reviewer Comments		ac087 - Tue, 18 Feb 2020 14:50:25 GMT - Rollback: no changes have been made, if submitting for Gen Ed Core please attach information. ac087 - Fri, 19 Feb 2021 16:39:00 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Thu, 01 Apr 2021 16:02:28 GMT - Changed effective date from fall 2020 to fall 2021, pending successful completion of the approval process.
ENGL 0013	Inactivated/Deleted		
EXED 475V	Proposed Effective Date	Fall 2020	Fall 2021
	Justification	New sections of the AECT internship are being created to align with the department's concentrations. They will be cross listed with this course.	AECT's internship courses are being slightly modified to satisfy University Core Goal 6, Learning Outcome 6.1.
	Syllabus	475V_575V syllabus.pdf	Syllabus_2021_EXED_ACOM_AGLE_ASTM 475V.docx
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		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, 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. 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.		Students in this internship/experiential learning course will participate in an internship involving a minimum of 240 hours of work, allowing them to use their skills and abilities in an integrated fashion.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Students in the internship course will 1. Produce a significant portfolio of work demonstrating internship experiences and reflecting on those experiences in the context of the student's entire degree program. 2. Produce a final written document (1,250 words) and oral presentation demonstrating a. Written, oral, and/or multimodal communication abilities b. Diversity awareness and/or intercultural competency c. Critical thinking/ethical reasoning
	Reviewer Comments		kjvestal - Wed, 18 Nov 2020 21:34:34 GMT - Rollback: Rolling back per submitter's request. ac087 - Tue, 01 Dec 2020 14:26:13 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
FDSC 2201 GREK 2003		Added	
	Proposed Effective Date	Fall 2019	Fall 2021
	Justification	Admin update to include this course in core. See scanned documentation.	To better prepare students to meet General Education goals and improve student perspective and learning. Please see the attached syllabus.
	Is course a General Education Course?		Yes

	<p>Choose the learning outcome the course addresses:</p>		<p>Goal 3 – Learning Outcome 3.2 Goal 4 – Learning Outcome 4.1</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 must incorporate at least three of five learning indicators. In an approved course, students will (please select indicators)</p>		<p>a. identify fundamental concepts, structures, themes, and principles of the discipline being introduced. b. analyze texts and other created artifacts using theories and methods of the discipline. 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.</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>1. Students will improve their Greek fluency through the literal translation of Greek texts from the first through third centuries CE. Literal translation exercises basic vocabulary and fundamental grammatical concepts, including morphology (e.g. nouns, adjectives, verbs) and syntax (e.g. indirect statements, cum clauses). (Gen Ed 3.2.a). This is the bottom-up processing of a language that helps student identify the ways in which Attic Greek, Koine Greek and English differ as modes of expression.</p> <p>a. Assessments: Diagnostic tests and translation exams will measure students' reading fluency, vocabulary, and grammatical accuracy. Frequent paradigm quizzes will assess students' knowledge of morphology. Students' reading abilities and vocabulary and grammar knowledge will also be evaluated through daily in class translation of prepared passages of the text.</p> <p>2. Students will improve their literacy through the critical analysis and discussion of authentic Greek literature and epigraphic texts. (Gen Ed 3.2.b) This is the top-down processing of a language that requires students apply their background knowledge to interpret the deeper cultural meaning in the text.</p> <p>a. Students will learn to interpret texts within the sociohistorical contexts in which they were produced and to identify the cultural and ideological assumptions that underwrite a text both in the past and present. (Gen Ed 3.2.d)</p> <p>b. Students will draw connections between the cultural achievements of different social groups (e.g. socioeconomic status, ethnicities, religions) in the ancient world and in their own society. (Gen Ed 3.2.e)</p> <p>- . Students will improve their written communication skills by completing four journal assignments that contextualize their Greek language learning withing a critical examination of socio-cultural topics raised in the text. (Gen Ed 3.2.c)</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>Journal Entry Assignments, and Assessments: Diagnostic tests and translation exams will measure students' reading fluency, vocabulary, and grammatical accuracy. Frequent paradigm quizzes will assess students' knowledge of morphology. Students' reading abilities and vocabulary and grammar knowledge will also be evaluated through daily in class translation of prepared passages of the text.</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>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>e. identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.</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>c. Students will examine a number of intercultural experiences in the texts from their own perspective and through the subject positions of other people, especially those belonging to socially marginalized groups in the ancient world (e.g. Christians in imperial Rome). (Gen Ed 4.1.a) In the process, students will be able to articulate the essential tenets of the worldview of early Christians through an analysis of their values, communication styles, economy and labor, politics, beliefs, and practices. (Gen Ed 4.1.b)</p> <p>d. Students will identify conflicts of socioeconomic status in ancient Rome and discuss how dominant knowledge and power structures today contribute to the global challenge of rising socioeconomic inequalities today. (Gen Ed 4.1.d)</p> <p>e. Students will identify and analyze relationships and exchanges between multiple global cultures in the texts, such as ancient Greece and Rome, as well as ancient Rome and Euro-American culture. (Gen Ed 4.1.e)</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.)		f. Assessments: In class translation of prepared passages of text and egalitarian group discussion of the cultural meaning of the text measure students' social and intercultural awareness. Analytical journal assignments are also used to assess students' comprehension of different cultural perspectives and experiences.
	Syllabus		GREK 2003 syllabus.docx
	Additional Notes		Please contact Daniel Levine (dlevine@uark.edu) with questions. Thank you!
	Reviewer Comments		ac087 - Fri, 05 Feb 2021 18:51:27 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. rcc003 - Thu, 18 Mar 2021 21:40:02 GMT - Attached syllabus with gen ed learning outcomes.
GRSD 5091		Added	
LATN 2003	Proposed Effective Date	Summer 2018	Fall 2021
	Course Delivery Method	On campus Off campus	On campus
	Off Campus Delivery	Online/Web-based	
	Title/Description Change Type	Minor (stylistic/editorial) Change	

	Justification	Updated typically offered field.	To prepare students to successfully meet General Education requirements, and to improve student learning and perspective. Please see attached syllabus.
	Is course a General Education Course?		Yes
	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. b. analyze texts and other created artifacts using theories and methods of the discipline. 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.

<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>1. Students will improve their Latin fluency through the literal translation of authentic Roman literature and epigraphic texts. Literal translation exercises basic vocabulary and fundamental grammatical concepts, including morphology (e.g. nouns, adjectives, verbs) and syntax (e.g. indirect statements, cum clauses). (Gen Ed 3.2.a). This is the bottom-up processing of a language that helps student identify the ways in which Latin and English differ as modes of expression.</p> <p>a. Assessments: Diagnostic tests and translation exams will measure students' reading fluency, vocabulary, and grammatical accuracy. Daily paradigm quizzes will assess students' knowledge of morphology. Students' reading abilities and vocabulary and grammar knowledge will also be evaluated through daily in class translation of prepared passages of the text.</p> <p>2. Students will improve their literacy through the critical analysis and discussion of authentic Roman literature and epigraphic texts. (Gen Ed 3.2.b) This is the top-down processing of a language that requires students apply their background knowledge to interpret the deeper cultural meaning in the text.</p> <p>a. Students will learn to interpret texts within the sociohistorical contexts in which they were produced and to identify the cultural and ideological assumptions that underwrite a text both in the past and present. (Gen Ed 3.2.d)</p> <p>b. Students will draw connections between the cultural achievements of different social groups (e.g. socioeconomic status, ethnicities, sexualities) in the Ancient Roman World and in their own society. (Gen Ed 3.2.e)</p> <p>3. Students will improve their written communication skills by completing four journal assignments that contextualize their Latin language learning withing a critical examination of Roman cultural topics raised in the text. (Gen Ed 3.2.c)</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>a. Assessments: Diagnostic tests and translation exams will measure students' reading fluency, vocabulary, and grammatical accuracy. Daily paradigm quizzes will assess students' knowledge of morphology. Students' reading abilities and vocabulary and grammar knowledge will also be evaluated through daily in class translation of prepared passages of the text.</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. 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 d. identify and analyze significant global challenges and opportunities in the human and natural world. e. identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.</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>c. Students will examine a number of intercultural experiences in the texts from their own perspective and through the subject positions of other people, especially those belonging to socially marginalized groups in the Roman World (e.g. freedpeople). (Gen Ed 4.1.a) In the process, students will be able to articulate the essential tenets of the worldview of Roman freedpeople through an analysis of their values, communication styles, economy and labor, politics, beliefs, and practices. (Gen Ed 4.1.b) d. Students will identify conflicts of socioeconomic status in ancient Rome and discuss how dominant knowledge and power structures today contribute to the global challenge of rising socioeconomic inequalities today. (Gen Ed 4.1.d) e. Students will identify and analyze relationships and exchanges between multiple global cultures in the texts, such as ancient Greece and Rome, as well as ancient Rome and Euro-American culture. (Gen Ed 4.1.e) f. Assessments: In class translation of prepared passages of text and egalitarian group discussion of the cultural meaning of the text measure students' social and intercultural awareness. Analytical journal assignments are also used to assess students' comprehension of different cultural perspectives and experiences.</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>Assessments: In class translation of prepared passages of text and egalitarian group discussion of the cultural meaning of the text measure students' social and intercultural awareness. Analytical journal assignments are also used to assess students' comprehension of different cultural perspectives and experiences. a. Assessment: Analytical journal assignments will measure students' writing abilities. 4. Students will learn and apply the basic conventions and skills of epigraphy to the translation and analysis of authentic Latin epigraphic texts preserved in the archaeological record. Students will compare these epigraphic texts to the depiction of the "epigraphic habit" in the literature. a. Assessment: Analytical journal assignments will measure students' epigraphic skills and critical literacy.</p>
Syllabus		LATN 2003 syllabus.docx

	Additional Notes		Please send questions to Daniel Levine (dlevine@uark.edu). Thanks!
	Reviewer Comments		ac087 - Fri, 05 Feb 2021 19:19:42 GMT - adjusting workflow from minor amended to major workflow. Addition to Gen Ed Curriculum requires major approval process. skenner - Tue, 23 Feb 2021 19:51:20 GMT - Per Discussion with Dr. Levine, removing off campus/online-web/based delivery method. rcc003 - Thu, 18 Mar 2021 21:43:37 GMT - Attached syllabus with gen ed learning outcomes.
PHYS 1044	Proposed Effective Date	Fall 2020	Fall 2021
	Catalog Description	The relation between the principles of physics and the practice of building and operating structures. Topics include: The behavior of structures under various loads, the statics and dynamics of fluids, thermal storage, thermal expansion, the greenhouse effect, heat transfer, refrigeration, the energy problem, efficiency in the operation of buildings. One underlying theme is that the self-sufficiency of a building is an important part of architecture. Lecture 3 hours, laboratory 2 hours per week.	Covers the classical laws of mechanics, including static equilibrium, elasticity, and oscillations, with emphasis on topics relevant to architecture. Includes the use of mechanics concepts such as motion, position, speed, velocity, acceleration, force, torque, momentum, energy, and oscillations, with application to basic structural elements such as cables, trusses, and beams.
	Justification	Uploaded General Education submission information.	We are updating the course description to more accurately describe the content of the course.
	Syllabus	PHYS1044_Syllabus.pdf	
	Title/Description Change Type		Minor (stylistic/editorial) Change
PHYS 2054	Proposed Effective Date	Fall 2020	Fall 2021

<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 class is a calculus-based introduction to Classical Mechanics that is taken by all the freshman engineering majors, as well as majors in sciences including physics, chemistry and geosciences. The class has been designed following many of the pedagogical principles established by experts in Physics Education Research. These include efforts to promote an interactive engagement of the students in the lecture (using "clickers"), and a tight integration of the lecture with the lab activities. "Open-response" (as opposed to multiple-choice) homework is assigned weekly, and graded in its entirety. As detailed in the syllabus, an essential goal of the course is to acquaint the students with the basic principles underlying the science of classical mechanics, namely, conservation laws (of momentum, energy and angular momentum) and forces (Newton's laws). This is done through a combination of reading assignments (the course uses an open-source textbook written by us for this purpose), lectures that involve active participation, and laboratory activities designed to illustrate and reinforce the principles introduced in the readings and the lectures. At least once a week, the students are required to turn in an open-response homework assignment, whose purpose is to help them learn to apply the principles they have seen in the lab and the lectures to a wide range of problems. The homework introduces the students to the mathematical techniques of physics, including graphical and algebraic analysis of motion. Simultaneously, the lab introduces them to the experimental techniques: how to take, display, and analyze data. Students are also expected to make evidence-based arguments to support their conclusions in at least two different settings. All the lecture exams (midterms) include several "short-response" questions of a conceptual nature, where the students are not only required to provide an answer but also justify why that answer is correct. Additionally, once a semester, students also are required to write a detailed lab report and take a lab exam, an essential part of which consists of relating their conclusions to the experimental evidence they have gathered. Finally, students also take a standardized pre- and post- assessment exam, known as the FCI (force-concept inventory) to ascertain their understanding of basic physics concepts and how this understanding improves as a result of taking this course.</p>	<p>This class is a calculus-based introduction to Classical Mechanics that is taken by all the freshman engineering majors, as well as majors in sciences including physics, chemistry and geosciences. The class has been designed following many of the pedagogical principles established by experts in Physics Education Research. These include efforts to promote an interactive engagement of the students in the lecture (using "clickers"), and a tight integration of the lecture with the lab activities. "Open-response" (as opposed to multiple-choice) homework is assigned weekly, and graded in its entirety. As detailed in the syllabus, an essential goal of the course is to acquaint the students with the basic principles underlying the science of classical mechanics, namely, conservation laws (of momentum, energy and angular momentum) and forces (Newton's laws). This is done through a combination of reading assignments (the course uses an open-source textbook written by us for this purpose), lectures that involve active participation, and laboratory activities designed to illustrate and reinforce the principles introduced in the readings and the lectures. At least once a week, the students are required to turn in an open-response homework assignment, whose purpose is to help them learn to apply the principles they have seen in the lab and the lectures to a wide range of problems. The homework introduces the students to the mathematical techniques of physics, including graphical and algebraic analysis of motion. Simultaneously, the lab introduces them to the experimental techniques: how to take, display, and analyze data. Students are also expected to make evidence-based arguments to support their conclusions in at least two different settings. All the lecture exams (midterms) include several "short-response" questions of a conceptual nature, where the students are not only required to provide an answer but also justify why that answer is correct. Additionally, once a semester, students also are required to write a detailed lab report and take a lab exam, an essential part of which consists of relating their conclusions to the experimental evidence they have gathered. Finally, students also take a standardized pre- and post- assessment exam (a nationally normed exam) to ascertain their understanding of basic physics concepts and how this understanding improves as a result of taking this course.</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>To summarize, indicator (a) is addressed in the totality of the course (reading, lecture and labs), and tested primarily in the conceptual parts of the exams and the FCI; indicator (b) is primarily addressed in the open-response homework and tested in that homework and the exams (both lecture and lab); and indicator (c) is addressed and tested in the short-response questions in the exams, and in the laboratory exam and detailed report.</p>	<p>To summarize, indicator (a) is addressed in the totality of the course (reading, lecture and labs), and tested primarily in the conceptual parts of the exams and the pre/post assessment exam; indicator (b) is primarily addressed in the open-response homework and tested in that homework and the exams (both lecture and lab); and indicator (c) is addressed and tested in the short-response questions in the exams, and in the laboratory exam and detailed report.</p>

	Pre- or Corequisite(s) Justification	MATH 2554. Uploaded General Education submission information.	At the request of the College of Engineering, we are changing MATH 2554 from a co-req to a pre-req. I have also removed reference to the FCI exam so that students reading the Gen Ed requirements won't have access to the name of the nationally-normed test that we use.
	Syllabus	syllabus_PHYS_2054_and_lab_fall_18.pdf sample_homework_with_solutions.pdf	
PHYS 2074	Prerequisite(s) Proposed Effective Date	Fall 2020	MATH 2554. Fall 2021
	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.	This class is a calculus-based introduction to Classical Electromagnetism and Optics that is taken by most engineering majors in their first or second year, as well as majors in sciences including physics, chemistry and geosciences. The class has been designed following many of the pedagogical principles established by experts in Physics Education Research. These include efforts to promote an interactive engagement of the students in the lecture (using "clickers"), and a tight integration of the lecture with the lab activities. "Open-response" (as opposed to multiple-choice) homework is assigned weekly, and graded in its entirety. As detailed in the syllabus, an essential goal of the course is to acquaint the students with the basic principles underlying classical electromagnetism and optics, such as electrical and magnetic fields and waves. This is done through a combination of reading assignments, lectures that involve active participation, and laboratory activities designed to illustrate and reinforce the principles introduced in the readings and the lectures. At least once a week, the students are required to turn in an open response homework assignment, whose purpose is to help them learn to apply the principles they have seen in the lab and the lectures to a wide range of problems. The homework introduces the students to a range of mathematical techniques of physics, such as vector calculus and differential equations. Simultaneously, the lab introduces them to the experimental techniques and familiarizes them with the operation of a number of electric, magnetic, and optical devices. Students are also expected to make evidence-based arguments to support their conclusions in all their lab activities, and in particular the two detailed lab reports that they are required to submit as an integral part of their course grade. Finally, students also take a standardized pre- and post- assessment exam, known as the CSEM (Conceptual Survey of Electricity and Magnetism) to ascertain their understanding of the basic concepts and how this understanding improves as a result of taking this course.	This class is a calculus-based introduction to Classical Electromagnetism and Optics that is taken by most engineering majors in their first or second year, as well as majors in sciences including physics, chemistry and geosciences. The class has been designed following many of the pedagogical principles established by experts in Physics Education Research. These include efforts to promote an interactive engagement of the students in the lecture (using "clickers"), and a tight integration of the lecture with the lab activities. "Open-response" (as opposed to multiple-choice) homework is assigned weekly, and graded in its entirety. As detailed in the syllabus, an essential goal of the course is to acquaint the students with the basic principles underlying classical electromagnetism and optics, such as electrical and magnetic fields and waves. This is done through a combination of reading assignments, lectures that involve active participation, and laboratory activities designed to illustrate and reinforce the principles introduced in the readings and the lectures. At least once a week, the students are required to turn in an open response homework assignment, whose purpose is to help them learn to apply the principles they have seen in the lab and the lectures to a wide range of problems. The homework introduces the students to a range of mathematical techniques of physics, such as vector calculus and differential equations. Simultaneously, the lab introduces them to the experimental techniques and familiarizes them with the operation of a number of electric, magnetic, and optical devices. Students are also expected to make evidence-based arguments to support their conclusions in all their lab activities, and in particular the two detailed lab reports that they are required to submit as an integral part of their course grade. Finally, students also take a nationally-normed standardized pre- and post- assessment exam, to ascertain their understanding of the basic concepts and how this understanding improves as a result of taking this course.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	To summarize, indicator (a) is addressed in the totality of the course (reading, lecture and labs), and tested primarily in the conceptual parts of the exams and the CSEM; indicator (b) is primarily addressed in the open-response homework (for theory problems) and in the lab (for experimental problems), and is tested in that homework and in the lab activities and reports; and indicator (c) is addressed and tested primarily in the laboratory activities and reports.	To summarize, indicator (a) is addressed in the totality of the course (reading, lecture and labs), and tested primarily in the conceptual parts of the exams and the pre/post assessment exam; indicator (b) is primarily addressed in the open-response homework (for theory problems) and in the lab (for experimental problems), and is tested in that homework and in the lab activities and reports; and indicator (c) is addressed and tested primarily in the laboratory activities and reports.
	Prerequisite(s)	PHYS 2054.	PHYS 2054 and MATH 2564.
	Pre- or Corequisite(s)	MATH 2564.	
	Justification	Uploaded General Education submission information.	At the request of the College of Engineering, we are changing MATH 2564 from a co-req to a pre-req. I have also removed reference to the CSEM exam so that students reading the Gen Ed requirements won't have access to the name of the nationally-normed test that we use.
	Syllabus	University_Physics_II_syllabus.pdf Lab_Report_1_Guidelines_Updated__2_.pdf	
	Reviewer Comments		ac087 - Mon, 08 Mar 2021 18:41:42 GMT - Rollback: please provide clarification on requisite. Should MATH 2564 move to the pre-requisite and not be in the pre or co section?
PHYS 2054H	Proposed Effective Date	Fall 2020	Fall 2021

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.

This class is a calculus-based introduction to Classical Mechanics that is taken by all the freshman engineering majors, as well as majors in sciences including physics, chemistry and geosciences. The class has been designed following many of the pedagogical principles established by experts in Physics Education Research. These include efforts to promote an interactive engagement of the students in the lecture (using "clickers"), and a tight integration of the lecture with the lab activities. "Open-response" (as opposed to multiple-choice) homework is assigned weekly, and graded in its entirety. As detailed in the syllabus, an essential goal of the course is to acquaint the students with the basic principles underlying the science of classical mechanics, namely, conservation laws (of momentum, energy and angular momentum) and forces (Newton's laws). This is done through a combination of reading assignments (the course uses an open-source textbook written by us for this purpose), lectures that involve active participation, and laboratory activities designed to illustrate and reinforce the principles introduced in the readings and the lectures. At least once a week, the students are required to turn in an open-response homework assignment, whose purpose is to help them learn to apply the principles they have seen in the lab and the lectures to a wide range of problems. The homework introduces the students to the mathematical techniques of physics, including graphical and algebraic analysis of motion. Simultaneously, the lab introduces them to the experimental techniques: how to take, display, and analyze data. Students are also expected to make evidence-based arguments to support their conclusions in at least two different settings. All the lecture exams (midterms) include several "short-response" questions of a conceptual nature, where the students are not only required to provide an answer but also justify why that answer is correct. Additionally, once a semester, students also are required to write a detailed lab report and take a lab exam, an essential part of which consists of relating their conclusions to the experimental evidence they have gathered. Finally, students also take a standardized pre- and post- assessment exam, known as the FCI (force-concept inventory) to ascertain their understanding of basic physics concepts and how this understanding improves as a result of taking this course.

This class is a calculus-based introduction to Classical Mechanics that is taken by all the freshman engineering majors, as well as majors in sciences including physics, chemistry and geosciences. The class has been designed following many of the pedagogical principles established by experts in Physics Education Research. These include efforts to promote an interactive engagement of the students in the lecture (using "clickers"), and a tight integration of the lecture with the lab activities. "Open-response" (as opposed to multiple-choice) homework is assigned weekly, and graded in its entirety. As detailed in the syllabus, an essential goal of the course is to acquaint the students with the basic principles underlying the science of classical mechanics, namely, conservation laws (of momentum, energy and angular momentum) and forces (Newton's laws). This is done through a combination of reading assignments (the course uses an open-source textbook written by us for this purpose), lectures that involve active participation, and laboratory activities designed to illustrate and reinforce the principles introduced in the readings and the lectures. At least once a week, the students are required to turn in an open-response homework assignment, whose purpose is to help them learn to apply the principles they have seen in the lab and the lectures to a wide range of problems. The homework introduces the students to the mathematical techniques of physics, including graphical and algebraic analysis of motion. Simultaneously, the lab introduces them to the experimental techniques: how to take, display, and analyze data. Students are also expected to make evidence-based arguments to support their conclusions in at least two different settings. All the lecture exams (midterms) include several "short-response" questions of a conceptual nature, where the students are not only required to provide an answer but also justify why that answer is correct. Additionally, once a semester, students also are required to write a detailed lab report and take a lab exam, an essential part of which consists of relating their conclusions to the experimental evidence they have gathered. Finally, students also take a nationally-normed standardized pre- and post- assessment exam, to ascertain their understanding of basic physics concepts and how this understanding improves as a result of taking this course.

How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)

To summarize, indicator (a) is addressed in the totality of the course (reading, lecture and labs), and tested primarily in the conceptual parts of the exams and the FCI; indicator (b) is primarily addressed in the open-response homework and tested in that homework and the exams (both lecture and lab); and indicator (c) is addressed and tested in the short-response questions in the exams, and in the laboratory exam and detailed report.

To summarize, indicator (a) is addressed in the totality of the course (reading, lecture and labs), and tested primarily in the conceptual parts of the exams and the pre/post assessment exam; indicator (b) is primarily addressed in the open-response homework and tested in that homework and the exams (both lecture and lab); and indicator (c) is addressed and tested in the short-response questions in the exams, and in the laboratory exam and detailed report.

	Pre- or Corequisite(s) Justification	MATH 2554. Uploaded General Education submission information from PHYS 2054.	At the request of the College of Engineering, we are changing MATH 2554 from a co-req to a pre-req. I have also removed reference to the FCI exam so that students reading the Gen Ed requirements won't have access to the name of the nationally-normed test that we use.
	Syllabus	syllabus_PHYS_2054_and_lab_fall_18.pdf sample_homework_with_solutions.pdf	
	Additional Notes	Department is encouraged to review to see if any changes need to be made for the honors section of the course.	
	Prerequisite(s)		MATH 2554.
PHYS 2074H	Proposed Effective Date	Fall 2020	Fall 2021
	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.	This class is a calculus-based introduction to Classical Electromagnetism and Optics that is taken by most engineering majors in their first or second year, as well as majors in sciences including physics, chemistry and geosciences. The class has been designed following many of the pedagogical principles established by experts in Physics Education Research. These include efforts to promote an interactive engagement of the students in the lecture (using "clickers"), and a tight integration of the lecture with the lab activities. "Open-response" (as opposed to multiple-choice) homework is assigned weekly, and graded in its entirety. As detailed in the syllabus, an essential goal of the course is to acquaint the students with the basic principles underlying classical electromagnetism and optics, such as electrical and magnetic fields and waves. This is done through a combination of reading assignments, lectures that involve active participation, and laboratory activities designed to illustrate and reinforce the principles introduced in the readings and the lectures. At least once a week, the students are required to turn in an open response homework assignment, whose purpose is to help them learn to apply the principles they have seen in the lab and the lectures to a wide range of problems. The homework introduces the students to a range of mathematical techniques of physics, such as vector calculus and differential equations. Simultaneously, the lab introduces them to the experimental techniques and familiarizes them with the operation of a number of electric, magnetic, and optical devices. Students are also expected to make evidence-based arguments to support their conclusions in all their lab activities, and in particular the two detailed lab reports that they are required to submit as an integral part of their course grade. Finally, students also take a standardized pre- and post- assessment exam, known as the CSEM (Conceptual Survey of Electricity and Magnetism) to ascertain their understanding of the basic concepts and how this understanding improves as a result of taking this course.	This class is a calculus-based introduction to Classical Electromagnetism and Optics that is taken by most engineering majors in their first or second year, as well as majors in sciences including physics, chemistry and geosciences. The class has been designed following many of the pedagogical principles established by experts in Physics Education Research. These include efforts to promote an interactive engagement of the students in the lecture (using "clickers"), and a tight integration of the lecture with the lab activities. "Open-response" (as opposed to multiple-choice) homework is assigned weekly, and graded in its entirety. As detailed in the syllabus, an essential goal of the course is to acquaint the students with the basic principles underlying classical electromagnetism and optics, such as electrical and magnetic fields and waves. This is done through a combination of reading assignments, lectures that involve active participation, and laboratory activities designed to illustrate and reinforce the principles introduced in the readings and the lectures. At least once a week, the students are required to turn in an open response homework assignment, whose purpose is to help them learn to apply the principles they have seen in the lab and the lectures to a wide range of problems. The homework introduces the students to a range of mathematical techniques of physics, such as vector calculus and differential equations. Simultaneously, the lab introduces them to the experimental techniques and familiarizes them with the operation of a number of electric, magnetic, and optical devices. Students are also expected to make evidence-based arguments to support their conclusions in all their lab activities, and in particular the two detailed lab reports that they are required to submit as an integral part of their course grade. Finally, students also take a standardized pre- and post- assessment exam, to ascertain their understanding of the basic concepts and how this understanding improves as a result of taking this course.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	To summarize, indicator (a) is addressed in the totality of the course (reading, lecture and labs), and tested primarily in the conceptual parts of the exams and the CSEM; indicator (b) is primarily addressed in the open-response homework (for theory problems) and in the lab (for experimental problems), and is tested in that homework and in the lab activities and reports; and indicator (c) is addressed and tested primarily in the laboratory activities and reports.	To summarize, indicator (a) is addressed in the totality of the course (reading, lecture and labs), and tested primarily in the conceptual parts of the exams and the nationally-normed pre/post assessment exam; indicator (b) is primarily addressed in the open-response homework (for theory problems) and in the lab (for experimental problems), and is tested in that homework and in the lab activities and reports; and indicator (c) is addressed and tested primarily in the laboratory activities and reports.
	Prerequisite(s)	PHYS 2054 or PHYS 2054H.	(PHYS 2054 or PHYS 2054H) and MATH 2564.
	Pre- or Corequisite(s)	MATH 2564.	
	Justification	Uploaded General Education submission information.	At the request of the College of Engineering, we are changing MATH 2564 from a co-req to a pre-req. I have also removed reference to the CSEM exam so that students reading the Gen Ed requirements won't have access to the name of the nationally-normed test that we use.
	Syllabus	University_Physics_II_syllabus.pdf Lab_Report_1_Guidelines_Updated_2_.pdf	
	Additional Notes	Department is encouraged to review information and edit as appropriate. No specific honors section information was submitted with course information for PHYS 2074.	
PSYC 4083	Proposed Effective Date	Summer 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Both PSYC 4283 Advanced Seminar and this course are designed as capstone courses and fulfill the senior writing requirement for the department. The purpose of the changes requested here is to make the two courses (Advanced Research and Advanced Seminar) comparable in level, prerequisites, and requirements for the capstone experience. Since their inception, both courses have been treated as 4000-level courses, and these changes reflect what we have been doing. There will be no substantive changes in the content.	Submitting for gen ed outcomes 1.2 and 6.1.
	Reviewer Comments	ac087 - Mon, 07 May 2018 17:00:36 GMT - added topics flag. 328V has always been set up to allow topics and topics exist on current courses.	ac087 - Tue, 23 Feb 2021 15:27:46 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. rcc003 - Thu, 18 Mar 2021 21:47:12 GMT - Attached syllabus with gen ed 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)		<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.		<p>This course meets all the learning indicators by requiring all students to write a research paper and present their findings to the class. The major written paper meets the length requirement and students have other written assignments as well. The content of the final papers and presentations will be on a specific topic within the overall theme of the class (e.g., Psychology of ownership, pets and people, eyewitness memory). All students receive detailed feedback on at least one draft of the final paper from the instructor and/or teaching assistant, and appropriate bibliographic work and citation practices are required for these presentations and are reflected in the assessments of student work. The syllabi will provide more details regarding these practice.</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>The instructor will record data (de-identified) regarding the five learning indicators based on the rubrics for assignments, and make those data available for the Department.</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		<ul style="list-style-type: none"> 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.		The final project for this course is a significant written project based on the overall theme of the class (e.g., Psychology of ownership, pets and people, eyewitness memory, etc.) that meets this learning outcome. In addition, the student in this course will be required to write an additional document of at least 1250 words in which the student will describe how the course and the major as a whole relates to at least 3 of the 5 learning indicators for Learning Outcome 6.1. We expect all final papers in this course to satisfy goals a., b., c., and e., and some to relate to goal d. as well, depending on the instructor-determined topic of the course.
	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 instructor will record data (de-identified) regarding the five learning indicators based on the rubrics for assignments, and make those data available for the Department.
	Syllabus		PSYC 4083 syllabus.docx
PSYC 4283	Proposed Effective Date	Spring 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	The only change is to remove the provision that students can take the course more than once for credit.	Submitting for gen ed outcomes 1.2 and 6.1.
	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)		<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.		<p>This course meets all the learning indicators by requiring all students to write a research paper and present their findings to the class. The major written paper meets the length requirement and students have other written assignments as well. The content of the final papers and presentations will be on a specific topic within the overall theme of the class (e.g., Psychology of ownership, pets and people, eyewitness memory). All students receive detailed feedback on at least one draft of the final paper from the instructor and/or teaching assistant, and appropriate bibliographic work and citation practices are required for these presentations and are reflected in the assessments of student work. The syllabi will provide more details regarding these practice.</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>The instructor will record data (de-identified) regarding the five learning indicators based on the rubrics for assignments, and make those data available for the Department.</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. 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.</p>
	<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>		<p>The final project for this course is a significant written project based on the overall theme of the class (e.g., Psychology of ownership, pets and people, eyewitness memory, etc.) that meets this learning outcome. In addition, the student in this course will be required to write an additional document of at least 1250 words in which the student will describe how the course and the major as a whole relates to at least 3 of the 5 learning indicators for Learning Outcome 6.1. We expect all final papers in this course to satisfy goals a., b., c., and e., and some to relate to goal d. as well, depending on the instructor-determined topic of the course.</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>The instructor will record data (de-identified) regarding the five learning indicators based on the rubrics for assignments, and make those data available for the Department.</p>
	<p>Syllabus</p>		<p>PSYC 4283 syllabus.docx</p>
	<p>Reviewer Comments</p>		<p>ac087 - Tue, 23 Feb 2021 15:44:03 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. rcc003 - Thu, 18 Mar 2021 21:49:04 GMT - Attached syllabus with gen ed learning outcomes.</p>
<p>SCWK 4523</p>		<p>Added</p>	
<p>SCWK 4643</p>		<p>Added</p>	
<p>SCWK 4753</p>		<p>Added</p>	