

## CIM Report Aug 28, 2020 8:31am

### Course Changes Pending Approval from Faculty Senate

Code	Field	Old Value	New Value
AGED 475V	Proposed Effective Date	Fall 2017	Spring 2021
	Justification	Updated typically offered field.	This course change reflects the addition of AGED 475V as a general education course satisfying Learning Outcome 6.1.
	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		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.		Goal 6.1 of the General Education Core Component of the Undergraduate Degree Program is completed through the 1250 word reflective component of the final portfolio, with the following three sets of skills and abilities addressed: c. Characteristics of inquiry and action in the major and through written, oral, and/or graphic techniques of communication, analyze and interprets works of fine and performing arts using appropriate critical language, and identifying the visual, sensory, environmental, and psychological characteristics that is observed; d. Diversity awareness and/or intercultural competency; e. Critical thinking and/or ethical reasoning.

	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 are required to submit a portfolio reflecting on their student teaching experience. The portfolio will contain numerous products that can be evaluated to assess the achievement of learning outcomes.
	Syllabus		Spring 2020 AGED 475V internship syllabus.pdf
	Reviewer Comments		ac087 - Mon, 17 Feb 2020 16:58:06 GMT - adjusted workflow, addition to gen ed curriculum requires major approval process. agriffin - Mon, 04 May 2020 13:43:37 GMT - Changed effective year from fall 2020 to spring 2021. As it is too late to complete approval for the fall semester.
ANSC 4662	Added		
BENG 4823	Proposed Effective Date	Fall 2017	Spring 2021
	Justification	Updated typically offered field.	The changes provide documentation of the role of the course in meeting General Education Goal 6.1 within the B.S. degree in Biological Engineering.
	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. b. Quantitative literacy. 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.

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.)

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		BENG 4823 Syllabus Proposed for Gen Ed 2020.docx
	Reviewer Comments		ac087 - Mon, 02 Mar 2020 16:39:42 GMT - adjusted workflow, addition to gen ed curriculum requires major approval process. agriffin - Mon, 04 May 2020 19:44:01 GMT - Changed effective date to spring 2021. It is too late to complete approval before the fall semester begins.
CDIS 3253	Proposed Effective Date	Summer 2019	Fall 2021
	Typically Offered	Fall	Spring
	Justification	Enrollment should not occur without full admission to CDIS program unless departmental consent is given.	This change is to document how this course is meeting General Education goals 4 and 6.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.1 Goal 4 – Learning Outcome 4.2 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 incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. examine and interpret an intercultural experience from both one's own and another's worldview. c. identify and participate in cultural differences in verbal and nonverbal communication. 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.
	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 course will meet these learning indicators via course lecture, required readings, course assignments, and class discussion. Guest lecturers will also be recruited to provide students with intercultural experiences when possible.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Test questions, homework assignments, and a final/capstone project will capture the learning indicators and quantify them for data collection purposes.

<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>		<ul style="list-style-type: none"> <li>a. identify and describe examples of historical and present day issues related to diversity and inclusion in the United States.</li> <li>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.</li> <li>c. describe the advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion at all levels of society, whether cultural, legal, political, or social.</li> <li>e. demonstrate problem-solving and change management skills for achieving social equity.</li> </ul>
<p>How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>		<p>This course will meet these learning indicators via course lecture, required readings, course assignments, and class discussion. Guest lecturers will also be recruited to provide students with intercultural experiences when possible.</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>Test questions, homework assignments, and a final/capstone project will capture the learning indicators and quantify them for data collection purposes.</p>
<p>To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities</p>		<ul style="list-style-type: none"> <li>a. Written, oral, and/or multimodal communication abilities.</li> <li>d. Diversity awareness and/or intercultural competency.</li> <li>e. Critical thinking and/or ethical reasoning.</li> </ul>
<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>This course will meet these learning indicators via course lecture, required readings, course assignments, and class discussion. Guest lecturers will also be recruited to provide students with intercultural experiences when possible.</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.)		Test questions, homework assignments, and a final/capstone project will capture the learning indicators and quantify them for data collection purposes.
	Syllabus		Cultural Diversity in Communication Disorders_template syllabus.docx
	Additional Notes		General Education Guidelines Documentation
	Reviewer Comments		ac087 - Thu, 06 Feb 2020 16:54:11 GMT - adjusted workflow, addition to gen ed curriculum requires major approval process. agriffin - Mon, 04 May 2020 19:46:25 GMT - Changed effective date to fall 2021. It is too late to complete approval before the fall semester begins. agriffin - Fri, 08 May 2020 21:31:57 GMT - Changed offering from fall to spring to match changes being submitted for CDISBS program.
CSCE 3513	Proposed Effective Date	Fall 2017	Spring 2021
	Justification	Updated typically offered field.	To qualify the course for inclusion into the General Education Curriculum, to satisfy Learning Outcome 6.1.
	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. b. Quantitative literacy. e. Critical thinking and/or ethical reasoning.

	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		The student will produce a significant written paper discussing the design and implementation of a software engineering project with an additional reflective essay. The 1250-word (minimum) reflective essay has 3 aspects: (1) how communication is vital to the design process; (2) how technical (quantitative) knowledge such as a user-case and/or class diagrams are required in software design; (3) how ethical reasoning is necessary for designing software systems that protect the health, safety, and welfare of the public.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Two scores will be recorded and reported for each student: (1) from the project design, each student receives a score for "technical merit" based on a combination of presentations and reports – these scores will be combined and reported on a 4.0 grade point scale; (2) from the reflective essay, each student receives a score – that score will be reported on a 4.0 grade point scale.
	Syllabus		csc3513abetPlusGenEd200304.docx
	Reviewer Comments		ac087 - Tue, 10 Mar 2020 14:29:07 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process. agriffin - Mon, 04 May 2020 19:56:20 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval before the fall semester begins.
EDST 3203	Proposed Effective Date	Spring 2018	Spring 2021
	Justification	Remove prerequisite listings.	Alignment with General Education Learning Outcomes
	Syllabus	EDST 3203 - Multicultural Education Issues.docx	EDST 3203 - Syllabus (GenEdAlignment).docx
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes

	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<p>a. examine and interpret an intercultural experience from both one's own and another's worldview.</p> <p>b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices</p> <p>c. identify and participate in cultural differences in verbal and nonverbal communication.</p> <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>4.1.a - weekly journaling assignments collected at intervals</p> <p>4.1.b - weekly journaling assignments collected at intervals group study presentation</p> <p>4.1.c - extra credit cultural participation event [only outcome objective a student would not be required to complete from the coursework]</p> <p>4.1.d - media analysis report assignment {will be given the option to do 4.1.d or 4.1.e}</p> <p>4.1.e - media analysis report assignment {will be given the option to do 4.1e or 4.1.d}</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>Data to meet the outcome objectives would be collected from the assignments listed and paired below (same as listed above):</p> <p>4.1.a - weekly journaling assignments collected at intervals</p> <p>4.1.b - weekly journaling assignments collected at intervals group study presentation</p> <p>4.1.c - extra credit cultural participation event [only outcome objective a student would not be required to complete from the coursework]</p> <p>4.1.d - media analysis report assignment {will be given the option to do 4.1.d or 4.1.e}</p> <p>4.1.e - media analysis report assignment {will be given the option to do 4.1e or 4.1.d}</p>
	Reviewer Comments		<p>ac087 - Tue, 10 Mar 2020 20:26:11 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process.</p> <p>ac087 - Tue, 12 May 2020 22:11:53 GMT - changing effective date from Fall 2020 to spring 2021. course will not complete approval process in time for fall 2020.</p>
EDST 3333	Proposed Effective Date	Summer 2018	Fall 2021
	Justification	Updated typically offered field.	Course has been updated to complete the General Education Core requirements.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes



	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.</p> <p>b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work.</p> <p>c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.</p> <p>d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.</p> <p>e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.</p>
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		Students are responsible for producing a reflective paper for each of the 13 novels read in the this course. Those papers are a minimum 1.5 APA requirements. These papers are submitted each week with instructor feedback and then resubmitted as a cumulative growth assignment at the end of the course. Students also complete an author-illustrator study over the course of the semester with either a multimedia or physical spread presentation.
	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 turn in electronic reflections. The instructor then print those and provide comments. At the end of the semester, the students submit the final portfolio of reflections showing their growth in reflection over the course of the semester. For the presentations, the instructor keeps a copy of the multimedia presentation at the end of the course. For non-multimedia presentations, they will be recorded and archived.
	Syllabus		EDST 3333 - Children's Young Adult Literature in Education.docx
	Reviewer Comments		ac087 - Mon, 02 Mar 2020 16:49:12 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process. agriffin - Thu, 07 May 2020 17:27:50 GMT - Changed effective date from fall 2020 to fall 2021. It is too late to complete approval for this fall.
EDST 4003	Proposed Effective Date	Fall 2020	Spring 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	

	Justification	Adjust pre-reqs to better suit necessary requirements for course success.	Changes made for General Education Core update.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 5 – Learning Outcome 5.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<ul style="list-style-type: none"> <li>a. identify and describe key concepts and principles related to critical thinking.</li> <li>b. explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making.</li> <li>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.</li> <li>d. describe key fallacies and identify them in context.</li> <li>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.</li> </ul>
	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.		The nature of this course requires student-learners to engage with axiology/ethics in relations to five principle philosophical schools of thought: idealism, realism, pragmatism, existentialism, and post-modernism. Via these engagements, student-learners will at multiple times in the course engage in both oral and written moral and/or ethical arguments around the nature of education that will be critically analyzed by peers and the instructor. No one task in this course is solely dedicated to the completion of this outcome due to its embedded nature of the course curriculum.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Data demonstrating the meeting of the learning objectives will be principally collected via test questions and in-class discussion/presentation.
	Syllabus		EDST 4003(H) - Syllabus (GenEdRevisions).docx

	Reviewer Comments		ac087 - Tue, 10 Mar 2020 20:24:31 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process. agriffin - Thu, 07 May 2020 17:30:36 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.
EDST 4933	Proposed Effective Date	Fall 2019	Spring 2021
	Justification	This course will replace EDST 3023 - Internship in Education. The requirements are the same, however, a unique course code (3913, 3923, and 4933) will be helpful in tracking students through three internship, as well as assist the Office of Field Placement Licensure with correct internship placement. The EDST program is seeking to clearly distinguish the formal and informal educational internship placements and have them align with specific classroom courses. EDST 4933 will be final internship placement and with a capstone component. This will replace the current EDST 4013 course. Each internship will now have a specific correlation to academic courses and must be completed in sequential order. New course creation is necessary to facilitate the overlap between catalog years and the old EDST 4013 will be phased out.	Updated General Education Learning Outcomes alignment
	Syllabus	EDST 4933 - Capstone Final Internship Syllabus.docx	EDST 4933 - Capstone Final Internship Syllabus (GenEdAlignment).docx
	Reviewer Comments	ac087 - Wed, 08 Aug 2018 21:01:27 GMT - Rollback: please provide clarification on requisite. Should this read EDST 3913, EDST 3923, EDST 4113 and CIED 3033? ac087 - Wed, 08 Aug 2018 21:13:02 GMT - changing effective date from spring 2019 to Fall 2019. New undergraduate courses must coincide with the publication of the new catalog.	ac087 - Tue, 17 Mar 2020 14:18:47 GMT - adjusting workflow, addition to gen ed core requires major approval process. agriffin - Thu, 07 May 2020 17:37:29 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.
	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"> <li>a. Written, oral, and/or multimodal communication abilities.</li> <li>b. Quantitative literacy.</li> <li>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.</li> <li>d. Diversity awareness and/or intercultural competency.</li> <li>e. Critical thinking and/or ethical reasoning.</li> </ul>
	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		<ul style="list-style-type: none"> <li>• Production of part a's 'significant written paper, as defined by the major' will be accomplished via the whitepaper assignment.</li> <li>• Part b related 1250+ written assignment will meet the following components if selected as the option: <ul style="list-style-type: none"> <li>o a) including application for EDST 3333</li> <li>o b) any statistically generated results or interpreted data located during the research portion of the whitepaper assignment</li> <li>o c) connection to any EDST program major course AND either the minor field association (aka directed elective course) or multiple elective course work areas</li> <li>o d) inclusion of diversity awareness and/or intercultural competency originating from EDST 3203, EDST 4213, CIED 4403, or CIED 4413.</li> </ul> </li> </ul>
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Data would be collected via the final portfolio and whitepaper presentation as detailed above and in syllabus.
EDST 4003H	Proposed Effective Date	Fall 2020	Spring 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Prerequisite(s)	EDST 3113 or (PHIL 2003, PHIL 2103, PHIL 2203) or senior standing.	EDST 3113 or (PHIL 2003, PHIL 2103, or PHIL 2203) or senior standing.
	Justification	Adjust pre-reqs to better suit necessary requirements for course success.	Changes to align with General Education Learning requirements.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 5 – Learning Outcome 5.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes

	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<ul style="list-style-type: none"> <li>a. identify and describe key concepts and principles related to critical thinking.</li> <li>b. explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making.</li> <li>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.</li> <li>d. describe key fallacies and identify them in context.</li> <li>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.</li> </ul>
	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.		The nature of this course requires student-learners to engage with axiology/ethics in relations to five principle philosophical schools of thought: idealism, realism, pragmatism, existentialism, and post-modernism. Via these engagements, student-learners will at multiple times in the course engage in both oral and written moral and/or ethical arguments around the nature of education that will be critically analyzed by peers and the instructor. No one task in this course is solely dedicated to the completion of this outcome due to its embedded nature of the course curriculum
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Data demonstrating the meeting of the learning objectives will be principally collected via test questions and in-class discussion/presentation.
	Syllabus		EDST 4003(H) - Syllabus (GenEdRevisions).docx
	Reviewer Comments		<p>ac087 - Tue, 10 Mar 2020 20:22:47 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process.</p> <p>agriffin - Thu, 07 May 2020 17:33:01 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.</p> <p>agriffin - Thu, 07 May 2020 17:55:14 GMT - Uploaded syllabus on behalf of the program.</p>
ELEG 4071	Proposed Effective Date	Summer 2018	Spring 2021
	Off Campus Delivery	Online/Web-based	Distance Education
	Justification	Updated typically offered field.	The proposed change allows this course to be added to the General Education Curriculum, to satisfy Outcome 6.1 for Electrical Engineering majors.
	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"> <li>a. Written, oral, and/or multimodal communication abilities.</li> <li>b. Quantitative literacy.</li> <li>e. Critical thinking and/or ethical reasoning.</li> </ul>
How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		The student produces two work elements: a comprehensive design, and a reflective essay. The design incorporates a written report, a set of plans (drawings) and specifications, and an oral presentation with visual aids. The 1250-word (minimum) reflective essay includes the student's self-assessment regarding 3 elements: (1) how communication skills are integral to the design process; (2) how technical (quantitative) knowledge allows the student to complete the design; (3) how critical thinking prepares the student to consider design constraints and design alternatives – so that, as an iterative process – the final recommended solution is optimized for the given circumstances.
How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Two scores will be recorded and reported for each student: (1) from the project design, each student receives a score for “technical merit” of the design and for “communications” related to the design – these scores will be combined and reported on a 10 point scale; (2) from the reflective essay, each student receives a score – that score will be reported on a 10 point scale.
Syllabus		Senior design ELEG 4071.docx

	Reviewer Comments		ac087 - Tue, 04 Feb 2020 14:49:37 GMT - adjusted workflow, submission to gen ed curriculum is a major approval process. skenner - Tue, 04 Feb 2020 19:54:44 GMT - Rollback: Per our discussion, rolling back to removed online/web-based delivery and add Distance delivery. ac087 - Thu, 06 Feb 2020 16:58:47 GMT - re-adjusted workflow after re-submission. Addition to gen ed curriculum requires major approval process. agriffin - Thu, 07 May 2020 17:39:46 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.
ELEG 4071H	Proposed Effective Date	Summer 2018	Spring 2021
	Course Delivery Method	On campus	On campus Off campus
	Justification	Updated typically offered field.	The proposed change allows this course to be added to the General Education Curriculum, to satisfy Outcome 6.1 for Electrical Engineering majors.
	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. b. Quantitative literacy. e. Critical thinking and/or ethical reasoning.



	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		The student produces two work elements: a comprehensive design, and a reflective essay. The design incorporates a written report, a set of plans (drawings) and specifications, and an oral presentation with visual aids. The 1250-word (minimum) reflective essay includes the student's self-assessment regarding 3 elements: (1) how communication skills are integral to the design process; (2) how technical (quantitative) knowledge allows the student to complete the design; (3) how critical thinking prepares the student to consider design constraints and design alternatives – so that, as an iterative process – the final recommended solution is optimized for the given circumstances.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Two scores will be recorded and reported for each student: (1) from the project design, each student receives a score for “technical merit” of the design and for “communications” related to the design – these scores will be combined and reported on a 10 point scale; (2) from the reflective essay, each student receives a score – that score will be reported on a 10 point scale.
	Off Campus Delivery		Distance Education
	Syllabus		Senior design ELEG 4071H.docx
	Reviewer Comments		ac087 - Tue, 10 Mar 2020 14:44:14 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process. ac087 - Tue, 10 Mar 2020 14:46:21 GMT - adjust effective date from Fall 2019 to Fall 2020 for next available term. agriffin - Thu, 07 May 2020 17:42:36 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.
ENGL 3223	Reviewer Comments	kang - Mon, 03 Jun 2019 22:16:52 GMT - Rollback: Please change the Off Campus Delivery from Online/Web-based to Study Abroad to reflect the current delivery method. ac087 - Wed, 05 Jun 2019 15:27:23 GMT - Rollback: per department for correction ac087 - Wed, 05 Jun 2019 15:28:35 GMT - Rollback: accidentally rolled back to regr initial, rolling back to submitter for departmental correction.	ac087 - Mon, 24 Feb 2020 16:25:38 GMT - adjust workflow, addition to gen ed curriculum requires major approval process. rcc003 - Fri, 20 Mar 2020 15:16:30 GMT - Updated catalog description. agriffin - Thu, 07 May 2020 17:44:00 GMT - Changed effective date from fall 2020 to summer 2021. It is too late to complete approval by this fall. agriffin - Thu, 07 May 2020 19:21:31 GMT - Uploaded syllabus from submitter.
	Proposed Effective Date	Fall 2019	Summer 2021
	Typically Offered	Irregular	Summer
	Catalog Description	A critical introduction to the genre.	The companion course of Theatre in London Study Abroad which immerses scholars in the world of theatre and culture in Britain. Students spend four weeks in London with excursions to Stratford-upon-Avon, Oxford and Bath. Literature, performance, design and history are all explored through lectures, field trips and writing prompts.
	Justification	Allowing topics so that the ugrd section aligns with the grad section which already allows topics for a combination.	This addition reflects the commitment of Theatre in London Study Abroad to meeting the Learning Outcomes outlined in 4.1: Expand diversity awareness, intercultural competency, and global learning.
	Is course a General Education Course?		Yes



	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<ul style="list-style-type: none"> <li>a. examine and interpret an intercultural experience from both one’s own and another’s worldview.</li> <li>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</li> <li>c. identify and participate in cultural differences in verbal and nonverbal communication.</li> <li>d. identify and analyze significant global challenges and opportunities in the human and natural world.</li> <li>e. identify and analyze the historical and/ or contemporary interrelationships among multiple global cultures.</li> </ul>

	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>a: Examine and interpret an intercultural experience from both one's own and another's worldview: We see many plays that explore worldviews very different from students' own perspectives, such as plays featuring characters living in a very different time period, and negotiating the cultural and political milieus of those historical periods. We also encounter characters with other gender or sexual identities, or racial/ethnic/cultural identities that are different from our students. Our course material engages extensively with questions surrounding these issues.</p> <p>d. Identity and analyze significant global challenges and opportunities in the human and natural world: Many argue that the United Kingdom's departure from the European Union (popularly known as Brexit), which occurred in January 2020, will have global implications. Our visit to Great Britain in May 2020 will allow us to learn about and discuss the effects of this monumental change, especially in the United Kingdom. Brexit not only has political, cultural, and economic implications, but also environmental. In the age of climate change, environmental issues are both a local and global concern. The nature of the debate over Brexit suggests that there are points of views that consider the challenges as well as potential opportunities.</p> <p>e. Identify and analyze the historical and/or contemporary interrelationships among global cultures: Through our study in Great Britain, we learn about the British empire and the effects of colonialism, both historically and in contemporary contexts. Because the British empire spread across the globe, we have the opportunity to discuss a wide variety of cultures and their interrelationships. Issues related to British colonialism are a substantial part of our tours of nearly all of the historical and cultural sites, and appear in many of the plays we read and see as well. Contemporary conversations about Brexit may also play a role in this area too.</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.)		The major feedback component to the course is through student discussions and blog posts. The students are given a variety of blog prompts while abroad to address topics such as performance styles, design, casting, directing and diversity and cultural issues. Theatre is used as the mechanism through which the students are invited to open up about issues raised in the plays that we see and the cultural events that they experience.
	Title/Description Change Type Syllabus		Minor (stylistic/editorial) Change  Theatre in Britain 2019 Syllabus 5 11 19 REV.pdf
ENSC 1003	Proposed Effective Date	Fall 2020	Spring 2021
	Corequisite(s)	ENSC 1001L.	

	Justification	Uploaded General Education submission information. Biology no longer wishes to have the ENSC 1003 cross listed as BIOL 1003, per correspondence with the AFLS dean's office.	Lab is required only for some degree programs and for students who wish to use the course for university core credit for natural sciences. To list the lab as a required course then requires an override for every other student trying to enroll in the lecture.
	Syllabus	Syllabus_ENSC_1003_sp19.pdf	
	Reviewer Comments	ac087 - Sat, 23 Nov 2019 00:00:33 GMT - updated workflow, addition of gen ed curriculum is a major change.	ac087 - Mon, 06 Apr 2020 23:50:35 GMT - if co-requisite is moved we cannot enforce it on the selected programs that do require it. agriffin - Thu, 07 May 2020 18:00:20 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.
ENSC 1003H	Proposed Effective Date	Spring 2018	Spring 2021
	Create Non Credit Drill?	No	Yes
	Corequisite(s)	ENSC 1001L.	
	Cross-listed with:	Environmental Science Environmental Science	
	Justification	Updated typically offered field.	Deletion of Biol cross-list has already been approved. Lab is required only for some degree programs and for students who wish to use the course for university core credit for natural sciences. To list the lab as a required course then requires an override for every other student trying to enroll in the lecture. ENSC 1003 has already been approved as a General Education course. Drill is being added to the Honors section of ENSC 1003H.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.4 Goal 5 – Learning Outcome 5.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least 3 of the 5 learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. identify the fundamental concept(s) unifying a scientific discipline. b. apply the principles of scientific theory and technique. c. evaluate the credibility and use of scientific information. e. integrate and organize information, concepts, and applications relevant in more than one scientific discipline.

	<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>The entire course draws upon the multi-disciplinary nature inherent in the study of the environment. Many unifying principles are integrated to enhance student understanding of the natural world. Population growth models as influenced by carrying capacity is an example used in the course. Students are made aware of the differences between pseudo-science and science. They evaluate news articles provided by media outlets to evaluate the credibility of the news and the appropriate use of scientific information. We spend a significant amount of time during the semester relating the concepts and principles of environmental science to the students' majors. All students are asked to critically evaluate the intersection of environmental science and their respective majors.</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>quizzes, assignments, and exams</p>
	<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>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.</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>Within the context of environmental science we discuss critical thinking skills and the importance of those critical skills to solving complex, environmental problems facing us globally today. The critical thinking and ethical reasoning for affecting human behavior in regard to the environment is also explored when discussing the concepts.</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>quizzes, assignments, and exams</p>
	<p>Syllabus</p>		<p>Syllabus_ENSC 1003H_SP20.docx</p>

	Reviewer Comments		ac087 - Tue, 07 Apr 2020 14:32:00 GMT - removal of co-requisite means that we cannot physically enforce it for the majors that do require it. ac087 - Tue, 07 Apr 2020 14:32:55 GMT - adjusting workflow from core minor to core major, addition of course to gen ed core, even when the non-honors version has been approved requires a major approval process. ac087 - Tue, 07 Apr 2020 14:36:28 GMT - adjusted effect date from Fall 2020 to Spring 2021, course unlikely to complete approval process in time for fall 2020 ac087 - Tue, 07 Apr 2020 21:25:43 GMT - remove cross-listing, only like courses across different subjects can be cross-listed.
FJAD 6853		Added	
HNRC 204VH		Added	
HNRC 205VH		Added	
HNRC 404VH		Added	
HNRC 405VH		Added	
INEG 4923	Proposed Effective Date	Spring 2019	Spring 2021
	Catalog Description	Develop a written and oral report for a comprehensive project for an industrial sponsor. Complete identified tasks and measure success in achieving defined objectives using industrial engineering tools; create and document deliverables. Students must have successfully completed INEG 4911 in the immediately prior semester. Two hours lecture, One, three hour lab.	Develop a written and oral report for a comprehensive project for an industrial sponsor. Complete identified tasks and measure success in achieving defined objectives using industrial engineering tools; create and document deliverables. Students must have successfully completed INEG 4911 in the immediately prior semester. Two hours lecture, One, three hour lab. INEG students only.
	Prerequisite(s)	INEG 3613, INEG 3623, and INEG 4911.	INEG students only, INEG 3613, INEG 3623, and INEG 4911.
	Justification	We are proposing to change from three hours lecture, to two hours lecture and three hours lab. We are proposing to do this to create more opportunities for students to share their progress with their peers and complete assessment activities.	Restrict course to INEGBS students only. Add the course to the approved list for GenEd Learning Outcome 6.1.
	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"> <li>a. Written, oral, and/or multimodal communication abilities.</li> <li>b. Quantitative literacy.</li> <li>e. Critical thinking and/or ethical reasoning.</li> </ul>

How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.

Although every project is different and all projects have evolving requirements, the following outcomes describe general expectations for project milestones:

1. Each team will understand the relevant segment(s) of their industry partner organization, the system of interest, the key measures of system performance, and the concerns that their industry partner organization has about the system. (indicator a)
2. Each team will apply industrial engineering to evaluate and analyze system performance under current operating policies. (indicator b)
3. Each team will apply industrial engineering to make recommendations for improving system performance and to evaluate the potential impact of these recommendations. (indicators b, e)
4. Each team will provide deliverables that facilitate the implementation of recommendations.

In achieving capstone experience outcomes 1-4:

5. Each team will apply the scrum framework to agile development in managing their activities and use project management software to track and document their activities. (indicators a, b)
6. Each team will use stakeholder interviews and background research. (indicators a, c)
7. Each team will use computing skills and at least two of descriptive, predictive, and prescriptive analytics. (indicators b, c)
8. Each team will apply industrial engineering skills beyond their industrial engineering coursework. (indicators b, c)
9. Each team will hold at least bi-weekly meetings to receive support and feedback from their industry partner organization and the coordinator. (indicator a)

Throughout the experience:

10. Students will prioritize team goals, be reliable, have a positive attitude, demonstrate respect to teammates, be proactive about team activities, approach teamwork collaboratively, behave professionally, and think strategically. (indicators a, e)
11. Students will demonstrate responsibility, respect, fairness, and honesty. (indicators e)

Near the end of each semester:

12. Each team will communicate their findings in a well-organized and well-written report that is developed thru a collaborative process. (indicator a)
13. Each team will communicate their findings in a well-organized, well-rehearsed, and effective presentation that is developed thru a collaborative process. (indicator a)

	<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 Department of Industrial Engineering has identified a set of student outcomes as part of the process used to accredit the Bachelor of Science in Industrial Engineering with ABET. According to the ABET Criteria for Accrediting Engineering Programs, student outcomes identify the skills and abilities that students should possess upon graduation. For the BSIE student outcomes, the Department of Industrial Engineering uses a list prescribed by ABET:</p> <ol style="list-style-type: none"> <li>1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics</li> <li>2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors</li> <li>3. an ability to communicate effectively with a range of audiences</li> <li>4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts</li> <li>5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives</li> <li>6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions</li> <li>7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies</li> </ol> <p>Because this experience represents the culmination of the BSIE curriculum, teams and individual students are expected to demonstrate all seven BSIE student outcomes during the experience. Near the end of the spring semester, each team and each student will be required to submit a reflection of at least 1,250 on how they have demonstrated the BSIE student outcomes during the experience. The faculty coordinator will apply rubrics to these reflections, the project final report, and the project final presentation that align with Learning Outcome 6.1.</p>
	Syllabus		2020 01 31 INEG 4923 Syllabus for GenEd 6-1.pdf
	Reviewer Comments		<p>ac087 - Tue, 04 Feb 2020 14:57:03 GMT - Rollback: need to adjust workflow  ac087 - Tue, 04 Feb 2020 14:57:57 GMT - adjust workflow, addition to gen ed curriculum requires major approval process.  agriffin - Thu, 07 May 2020 18:01:56 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.</p>
MEEG 4192	Proposed Effective Date	Fall 2018	Spring 2021



Catalog Description	Student groups will present their final capstone design proposal to a faculty panel and then carry out their project to completion. Each student group will make timely progress reports, complete their design project, and present their final report to a panel of judges.	Students choose their capstone project from a list of approved engineering problems. During the course of two semesters, students will learn and apply the design process along with project management skills to deliver the solution on time and on budget as a team. For the first semester (CP1) the team will focus on design of the best solution and development of a complete engineering package necessary to move forward. In the final semester (CP2) the team will implement and test the performance of their solution.
Justification	Why: This change is designed to emphasize the importance of the design work conducted by the students during MEEG 4182 Creative Project I, and encourage them to spend more time and effort. How: The number of credit hours of this course is reduced from 3 to 2. The total hours of CPI and CPII combined remain the same at 4.	Course information is updated to incorporate General Education Outcome 6.1
Syllabus	MEEG ABET Syllabus 4192.pdf	MEEGSyllabus_MEEG4192_61_revc.pdf
Reviewer Comments	kjvestal - Wed, 05 Apr 2017 16:16:52 GMT - Rollback: Because MEEG 4123 is active in course inventory and we don't duplicate the first 3 digits of a course number, a different number will need to be selected. Thank you! kjvestal - Thu, 13 Apr 2017 17:04:58 GMT - Rollback: Rolling back for course number edit. ac087 - Fri, 01 Sep 2017 21:56:28 GMT - Changed effective date to Fall 2018, change in credit hours in undergraduate proposals must be effective with the new catalog cycle. rossetti - Tue, 12 Sep 2017 18:39:10 GMT - Rollback: Please include syllabus. Justification should have a) what is being changed/ proposed and b) why is the change necessary. rossetti - Wed, 13 Sep 2017 21:33:04 GMT - Rollback: Sending it back to be fixed dnutter - Thu, 14 Sep 2017 16:39:30 GMT - Rollback: for further changes per S. Tung. ac087 - Fri, 15 Sep 2017 19:22:41 GMT - Rollback: DEPARTMENT TO MAKE EDITS	ac087 - Tue, 18 Feb 2020 15:04:42 GMT - adjust workflow to include core committee with addition to gen ed curriculum. agriffin - Thu, 07 May 2020 18:04:29 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.
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. b. Quantitative literacy. e. Critical thinking and/or ethical reasoning.
	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		The student will produce a comprehensive design with an additional reflective essay. The design incorporates a written report, a drawing package with specifications, and a Power Point presentation. The 1250-word (minimum) reflective essay has 3 aspects: (1) how communication is vital to the design process; (2) how technical (quantitative) knowledge is required to bring an idea into the real world ; (3) how critical thinking prepares the student to judge design alternatives against given constraints so that the recommended solution is best for the given circumstances.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Two scores will be recorded and reported for each student: (1) from the project design, each student receives a score for "technical merit" based on a combination of presentations and reports – these scores will be combined and reported on a 4.0 grade point scale; (2) from the reflective essay, each student receives a score –that score will be reported on a 4.0 grade point scale.
	Title/Description Change Type		Major Content Change
MLIT 1013	Proposed Effective Date	Fall 2020	Fall 2021
	Choose the learning outcome the course addresses:	Goal 3 – Learning Outcome 3.1	Goal 1 – Learning Outcome 1.2 Goal 3 – Learning Outcome 3.1

<p>Justification</p>	<p>Uploaded General Education submission information.</p>	<p>In response to both the new University of Arkansas General Education Curriculum requirements set to take effect in the fall of 2020 and the shifting needs of our students in an era characterized by unprecedented access to information and diverse, multi-faceted musical careers, we propose changes to the undergraduate music history curriculum. The undergraduate music history curriculum consists of MLIT 1013, MUHS 3703, MUHS 3713, with MUHS 4253 taken by non-music education majors. MLIT 1013, MUHS 3703, MUHS 3713 will be used to satisfy Learning Objective 1.2 while MUHS 4253 will be used for Objective 6. MLIT 1013 will remain the same, while the other courses will be modified to better meet the specified learning objectives.</p> <p>In recent years, a number of undergraduate music programs have moved away from traditional survey classes as an ever-expanding canon has brought the always-impossible goal of a comprehensive history of Western music even further out of reach. Instead, new curricula at other institutions, such as Vanderbilt, Harvard, and Eastman, have shifted in the direction of course offerings that emphasize musicological skills and depth of knowledge in selected areas over breadth. The program proposed here will place greater weight on the development of information literacy, writing skills, understandings of diverse musical cultures, and skills for approaching the study of music history from a variety of perspectives.</p>
<p>Syllabus</p> <p>To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>	<p>MLIT_1013_Spring_2018_Syllabus.pdf</p>	<p>MLIT 1013 Spring 2020 Sec 001 Syllabus.doc</p> <p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.</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.		This course is part of a 3-course sequence (with MUHS 3703 and MUHS 3713) that meets all 5 indicators. Students will read examples of musical scholarship for a music-literate audience, learning to use them as models for their own papers or projects (a). Students will complete at least 4 pages of writing or a 7-minute oral or multimodal presentation in this course, constituting one third of the total required across the 3-course sequence (b). Learning indicators c, d, and e will be met in the other two courses in this sequence.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Instructors will collect essays and/or document oral or multimodal presentations.
	Reviewer Comments		ac087 - Tue, 14 Jan 2020 22:28:07 GMT - adjusting workflow, added additional Gen Ed Curriculum criteria not previously approved, Gen Ed Curriculum requires major approval process. agriffin - Thu, 07 May 2020 18:08:26 GMT - Changed effective date from fall 2020 to fall 2021. It is too late to complete approval for this fall.
MUED 4031	Proposed Effective Date	Spring 2018	Spring 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Admin update to typically offered field.	The final project for this class, an e-Portfolio of teaching materials, has been modified to better achieve Learning Outcome 6.1 through the expansion of a Teaching Philosophy Essay in which students will reflect on their use of skills developed throughout their undergraduate curriculum and explain their understanding of ethics in their future profession.
	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.		In this course, students create an e-Portfolio and write a Teaching Philosophy Essay. Items in the e-Portfolio demonstrate written, oral, and multimodal communication—students are required to include, for example, both written lesson plans and teaching videos that show their ability to communicate orally and musically. These lessons must also demonstrate diversity awareness and intercultural competency through the presentation of songs from a variety of cultural traditions to children of diverse backgrounds. In writing the Philosophy Essay, students are asked to explicitly articulate their ethical stances toward teaching and learning and to reflect on the skills and abilities needed to successfully create the teaching documents in their e-Portfolios.
	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 monitor weekly progress on the e-Portfolio and collect final portfolios and essays to document student achievement.
	Syllabus		MUED 4031 - Syllabus S20.docx
	Reviewer Comments		ac087 - Thu, 06 Feb 2020 20:09:00 GMT - adjusted workflow, addition to gen ed curriculum requires major approval process. ac087 - Tue, 12 May 2020 22:14:38 GMT - changing effective date from Fall 2020 to spring 2021. course will not complete approval process in time for fall 2020.
MUHS 3713	Short Course Title	MUSIC HISTORY II	TOPICS IN MUSICOLOGY
	Catalog Title	History of Music from 1750 to Present	Topics in Musicology
	Catalog Description	Survey of the history of music in western culture from 1750 to present. Lecture 3 hours, listening/quiz laboratory 1 hour per week.	Topics in Western, world, and popular musics.
	Create Non Credit Lab?	Yes	No
	Proposed Effective Date	Fall 2017	Spring 2021

Prerequisite(s)	MLIT 1013 or MLIT 1013H and MUTH 2603 and MUHS 3703; Music major pursuing a degree of Bachelor of Arts or Honors Bachelor of Arts or a degree of Bachelor of Music or Honors Bachelor of Music or Music minors or with instructor's consent.	((MLIT 1013 or MLIT 1013H) and MUTH 1603) or instructor consent.
Corequisite(s)	Lab component.	
Component Type	Lecture/Laboratory	Special Topics
Justification	Music majors and minors are now required to take MLIT 1013 or MLIT 1013H to satisfy their core fine arts requirement. Music students no longer take MLIT 1003 or MLIT 1003H, which are geared towards non-music students. MLIT 1013H was missing as a possible prerequisite.	<p>In response to both the new University of Arkansas General Education Curriculum requirements set to take effect in the fall of 2020 and the shifting needs of our students in an era characterized by unprecedented access to information and diverse, multi-faceted musical careers, we propose changes to the undergraduate music history curriculum. The undergraduate music history curriculum consists of MLIT 1013, MUHS 3703, MUHS 3713, with MUHS 4253 taken by non-music education majors. MLIT 1013, MUHS 3703, MUHS 3713 will be used to satisfy Learning Objective 1.2 while MUHS 4253 will be used for Objective 6. MLIT 1013 will remain the same, while the other courses will be modified to better meet the specified learning objectives.</p> <p>In recent years, a number of undergraduate music programs have moved away from traditional survey classes as an ever-expanding canon has brought the always-impossible goal of a comprehensive history of Western music even further out of reach. Instead, new curricula at other institutions, such as Vanderbilt, Harvard, and Eastman, have shifted in the direction of course offerings that emphasize musicological skills and depth of knowledge in selected areas over breadth. The program proposed here will place greater weight on the development of information literacy, writing skills, understandings of diverse musical cultures, and skills for approaching the study of music history from a variety of perspectives.</p> <p>MUHS 3713 Music History II will be replaced by a selection of topic-based courses that will encourage students to develop a greater depth of knowledge in a musical era, style, or tradition related to their interests and goals.</p>
Can this course be repeated for degree credit?	No	Yes
Typically Offered		Fall and Spring
Is course a General Education Course?		Yes
Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes

Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.</p> <p>b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work.</p> <p>c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.</p> <p>d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.</p> <p>e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.</p>
How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>This course is part of a 3-course sequence (with MLIT 1013 [or 1013H] and MUHS 3703) that meets all 5 indicators. Students will read examples of musical scholarship for a music-literate audience, learning to use them as models for their own papers or projects (a) and drawing on both primary and secondary sources for research (c e). Paper assignments will include formal processes for revision based on instructor and/or peer feedback (d). Students will complete at least 4 pages of writing or a 7-minute oral or multimodal presentation in this course, constituting one third of the total required across the 3-course sequence (b).</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.)		Instructors will collect essays and/or document oral or multimodal presentations.
Total credits allowed		6
Total completions		2
Create Topic Name?	No	Yes
Topics		<p>Music and Dance</p> <p>Film Music</p> <p>Music of East Asia</p> <p>Popular Music</p> <p>Opera History</p> <p>Jazz History</p>

	Title/Description Change Type		Major Content Change
	Syllabus		MUHS 3713 Syllabus.docx
	Reviewer Comments		rcc003 - Wed, 06 Feb 2019 16:03:16 GMT - Changed effective date to Fall 2020. rcc003 - Tue, 12 Feb 2019 16:38:54 GMT - Rollback: Per submitter's request. mihalka - Tue, 12 Feb 2019 17:11:42 GMT - Could the effective date be changed back to Fall 2019? I forgot it was modified and didn't change it back before I resubmitted. Thank you! ac087 - Fri, 22 Feb 2019 16:31:55 GMT - Rollback: changes are considered major changes, rolling back to trigger major workflow. rcc003 - Thu, 24 Oct 2019 16:40:00 GMT - Updated syllabus. ac087 - Fri, 06 Dec 2019 22:07:34 GMT - Rollback: department to make corrections. ac087 - Tue, 14 Jan 2020 22:43:35 GMT - adjusted workflow to include core committee. rcc003 - Tue, 11 Feb 2020 16:07:01 GMT - Changed component to Special Topics instead of Lecture. agriffin - Thu, 07 May 2020 18:15:14 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.
	allcodes		MUHS 3713
NURS 2032	Proposed Effective Date	Spring 2020	Spring 2021
	Justification	updated syllabus attached	Adding the meeting of Gen Ed Outcome 4.1 to this course
	Syllabus	2032_SYLLABUS_SP20.docx	2032_SYLLABUS Fall 2020.docx
	Reviewer Comments	skpatton - Wed, 29 Jan 2020 19:31:51 GMT - updating syllabus 2020	ac087 - Tue, 11 Feb 2020 17:34:10 GMT - adjusted workflow, addition to Gen Ed Curriculum requires major approval process. agriffin - Thu, 07 May 2020 18:18:12 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes



	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<ul style="list-style-type: none"> <li>a. examine and interpret an intercultural experience from both one's own and another's worldview.</li> <li>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</li> <li>c. identify and participate in cultural differences in verbal and nonverbal communication.</li> </ul>
	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>Cultural Group Presentation</p> <ul style="list-style-type: none"> <li>• Students are asked to research a cultural group and present findings of the following <ul style="list-style-type: none"> <li>o Ethnic/racial Identity of the group</li> <li># Size of group in NWA, or Arkansas, or YOUR home state, or USA</li> <li>o History and Value Orientation</li> <li>o Language-communication Process</li> <li>o Health Beliefs (how is illness displayed? How is illness treated or cured?), and Healing Practices - What are the traditional health beliefs?</li> <li>o Religious Beliefs and Spirituality-regarding the healing process</li> <li>o Life cycle Events-around illness, injury or pregnancy</li> <li>o Nutritional Behavior/Diet-cultural aspects of diet in health and illness</li> <li>o Medical/Health Care Access and Experience in the United States</li> </ul> </li> </ul> <p>Students are then asked to compare and contrast the cultural differences between health care in the person's native country to care here in the United States</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.)		Presentation with a rubric that will be completed in blackboard
NURS 4063	Proposed Effective Date	Spring 2020	Spring 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Short name updated to include population for the sake of clarity when transcript transfers to graduate education.	Course to be designated as meeting Gen Ed requirement 4.2 Online BSN students. Previous indication that course meets Gen Ed outcome 5.1 was removed as we have designated another course and assignment that better meet the outcome. -H. Ballentine
	Additional Notes	Adjusted effective date for spring 2020; no need to wait until fall to correct the short title.	Syllabus updated 2/14/2020
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.2

Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<p>a. identify and describe examples of historical and present day issues related to diversity and inclusion in the United States.</p> <p>b. explain the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social.</p> <p>c. describe the advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion at all levels of society, whether cultural, legal, political, or social.</p> <p>d. analyze the historical and/or contemporary development of group agency and assess its role in addressing discrimination and inequalities in the United States.</p> <p>e. demonstrate problem-solving and change management skills for achieving social equity.</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>Vulnerable Populations Paper</p> <ul style="list-style-type: none"> <li>• Learners select a vulnerable population for the research paper (LGBT, mental illness, substance abuse/addiction, children/adolescents, older adults) and present national trends in health care disparities for the target population (integrating data, citing sources, and preparing a reference list). Learners identify current national health objectives aligned with improving health care outcomes for the population (i.e., Healthy People 2020 Objectives) and analyze the state of health care disparities for the population within the context of the social determinants of health. Strategies for improving health care outcomes for the population through advocacy and public health resource utilization.</li> </ul>
How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	Syllabus	Written paper evaluated using a rubric which incorporates the learning outcome and indicators.
		NURS-4063-SYLLABUS.docx

	Reviewer Comments		ac087 - Tue, 04 Feb 2020 15:18:37 GMT - adjusted workflow, addition to gen ed curriculum requires major approval process. kdhall - Tue, 11 Feb 2020 19:55:39 GMT - The evidence provided for General Education 5.1 does not effectively convey how the course will meet the identified learning indicators. Greater specificity is needed here - addressing each of the indicators cited. kdhall - Tue, 11 Feb 2020 19:56:58 GMT - Rollback: Please see the comments section. The evidence provided for General Education Outcome 5.1 is not sufficient to demonstrate compliance with the cited learning indicators. skpatton - Fri, 14 Feb 2020 15:13:41 GMT - Rollback: The evidence provided for General Education Outcome 5.1 is not sufficient to demonstrate compliance with the cited learning indicators. agriffin - Thu, 07 May 2020 18:19:36 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.
NURS 4203	Proposed Effective Date	Fall 2019	Spring 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	This RN to BSN course is being modified to also meet the needs of an additional population of students coming into our LPN to BSN option.	Submitting course as meeting a Gen Ed outcome
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 5 – Learning Outcome 5.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		b. explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making. 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 are presented a case study containing an ethical dilemma, that may also contain legal implications, in the healthcare setting. Students are to choose an ethical theory as the framework for their response to the case (while highlighting ethical principles, morals, and values) and present a possible solution for the case to a small group of peers. They also to respond to a peer that used a framework and/or ethical principles/morals/value that differ from theirs adding insight and additional ethic or legal reasoning to support or debate the stance. (b, c, e)
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		PowerPoint with voiceover video format in a discussion board with at least one well developed response to a peer
	Syllabus		NURS 4203 Syllabus Spring 20.docx
	Reviewer Comments		ac087 - Tue, 18 Feb 2020 15:12:11 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process. agriffin - Thu, 07 May 2020 18:21:46 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.
PBHL 3202	Proposed Effective Date	Spring 2020	Spring 2021
	Justification	course still need older course (2613) to allow enrollments to continue smoothly for the near future.	The Council on Education for Public Health accredited the B.S. program July of 2019. However, they are requiring an interim report by April 22 that details how we have corrected any noted deficiencies during their program review. One of the deficiencies noted was a failure to comply with Criterion 1.2 which specifies that the program has administrative autonomy regarding admission to the program. CEPH indicated that failure to come into compliance with all accreditation criteria must trigger specific actions on CEPH's part, which includes revocation of accreditation. Therefore, the program has examined similar programs at comparable institutions and has drafted an admissions protocol. PBHL 3202 is one of five courses that have been designated as a majors only course that can only be taken by students that have met the PBHLBS major requirement.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 5 – Learning Outcome 5.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes

	<p>Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?</p>		<p>Yes</p>
	<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>c. use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing.  d. describe key fallacies and identify them in context.  e. demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing.</p>
	<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>Lectures and discussions will teach the students how to:  1)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.  2)describe key fallacies and identify them in context.  3)demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing.  This is done with Small Group Activities  Each student will also complete small group activities that reinforce class material throughout the semester. For each activity, group members will be asked to elect a group leader and a note-taker to record their work so that it can be reported to the class.  Small group activity on comparative health systems (Learning Outcome 5.1): students demonstrate essential principles of critical thinking and ethical reasoning as they discuss and complete questions on healthcare as a right or a privilege. They then apply these principles to the evaluation and construction of rational and moral arguments surrounding access to healthcare.</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>Written and oral Small Group Activities</p>
	<p>Prerequisite(s)</p>		<p>Public Health Bachelor of Science (PBHLBS) major required.</p>
	<p>Syllabus</p>		<p>PBHL 3202.doc</p>
	<p>Reviewer Comments</p>		<p>ac087 - Tue, 18 Feb 2020 15:26:45 GMT - adjust workflow, addition to gen ed curriculum requires major approval process.  agriffin - Thu, 07 May 2020 18:24:01 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.</p>

PBHL 4043	Proposed Effective Date	Spring 2019	Spring 2021
	Prerequisite(s)	Senior standing and successful completion of PBHL 1103.	Senior standing, successful completion of PBHL 1103, and Public Health Bachelor of Science (PBHLBS) major required.
	Justification	Public Health Faculty voted that PBHL 2663 is NOT needed as a pre-req for this class. The content of PBHL 2663 is not necessary for the success of students in this class.	The Council on Education for Public Health accredited the B.S. program July of 2019. However, they are requiring an interim report by April 22 that details how we have corrected any noted deficiencies during their program review. One of the deficiencies noted was a failure to comply with Criterion 1.2 which specifies that the program has administrative autonomy regarding admission to the program. CEPH indicated that failure to come into compliance with all accreditation criteria must trigger specific actions on CEPH's part, which includes revocation of accreditation. Therefore, the program has examined similar programs at comparable institutions and has drafted an admissions protocol. PBHL 4043 is one of five courses that have been designated as a majors only course that can only be taken by students that have met the PBHLBS major 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
	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.		Upon reaching this goal, students will be able to reflect upon and explain how they use the skills and abilities embodied in Learning Outcome 1 through 5 in completing an integrative project in their major during their junior or senior year. Must be a 1,250 word minimum report, plus poster session with oral defense of then integrative project.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Upon reaching this goal, students will be able to reflect upon and explain how they use the skills and abilities embodied in Learning Outcome 1 through 5 in completing an integrative project in their major during their junior or senior year. Must be a 1,250 word minimum report, plus poster session with oral defense of then integrative project.
	Syllabus		PBHL 4043.doc
	Reviewer Comments		ac087 - Tue, 18 Feb 2020 15:37:29 GMT - adjust workflow, addition to gen ed curriculum requires major approval process. agriffin - Thu, 07 May 2020 18:27:36 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.
PBHL 4643	Proposed Effective Date	Spring 2018	Spring 2021
	Prerequisite(s)	Senior standing or consent.	Senior standing and Public Health Bachelor of Science (PBHLBS) major required or consent.
	Justification	Admin update to typically offered field.	The Council on Education for Public Health accredited the B.S. program July of 2019. However, they are requiring an interim report by April 22 that details how we have corrected any noted deficiencies during their program review. One of the deficiencies noted was a failure to comply with Criterion 1.2 which specifies that the program has administrative autonomy regarding admission to the program. CEPH indicated that failure to come into compliance with all accreditation criteria must trigger specific actions on CEPH's part, which includes revocation of accreditation. Therefore, the program has examined similar programs at comparable institutions and has drafted an admissions protocol. PBHL 4643 is one of five courses that have been designated as a majors only course that can only be taken by students that have met the PBHLBS major requirement.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.1 Goal 4 – Learning Outcome 4.2
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes

<p>Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?</p>	<p>Yes</p>
<p>To be certified as meeting this outcome, a course or approved sequence of courses must 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.  c. identify and participate in cultural differences in verbal and nonverbal communication.  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>Lectures and readings teach the students to:  1)examine and interpret an intercultural experience from both one's own and another's worldview.  2)identify and participate in cultural differences in verbal and nonverbal communication.  3)identify and analyze significant global challenges and opportunities in the human and natural world.  and  4)identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.</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>Working in teams of four (4) people, you will be assigned a special target population. Your team will prepare a 20-30 minute presentation to educate your classmates on the key health issues and health disparities of the population, suggest health promotion strategies for mediating the health issues/disparities, and provide resources for working with the population. You should utilize the chapter in your textbook as well as extensive research of on-line and other sources in the preparation of your presentation. Deliverable: Group 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>



	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.		Lectures and readings teach the students to: 1) identify and describe examples of historical and present day issues related to diversity and inclusion in the United States. 2) 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. 3) demonstrate problem-solving and change management skills for achieving social equity.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Working in teams of four (4) people, you will be assigned a special target population. Your team will prepare a 20-30 minute presentation to educate your classmates on the key health issues and health disparities of the population, suggest health promotion strategies for mediating the health issues/disparities, and provide resources for working with the population. You should utilize the chapter in your textbook as well as extensive research of on-line and other sources in the preparation of your presentation. Deliverable: Group Presentation.
	Syllabus		PBHL 4643 syllabus.docx
	Reviewer Comments		ac087 - Tue, 18 Feb 2020 15:41:40 GMT - adjusted workflow, addition to gen ed curriculum requires major approval process. agriffin - Thu, 07 May 2020 18:29:34 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.
PHYS 4991	Proposed Effective Date	Spring 2018	Spring 2021
	Catalog Description	Student mastery of the principles of physics are assessed by means of research paper writing and an examination chosen by the faculty. The research paper may be used to satisfy the Fulbright College writing requirement. (Required of all B.S. and B.A. physics majors in their last year.)	Student mastery of the principles of physics are assessed by means of a research paper, a presentation on the research topic, and a reflection essay over coursework completed as part of the physics degree. A quantitative assessment examination will also be administered. Satisfies the Fulbright College writing requirement.
	Justification	Admin update to typically offered field.	We have modified this course slightly to fulfill learning outcome 1.2 and meet outcome 6.1 by adding the additional requirements of a short presentation on their research topic and a reflection essay of 1250 words.
	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.		Over the course of the semester, the student will produce a paper and a presentation on a topic in physics and should include material that are generally expected in a scientific paper or presentation, the formatting and layout of the paper or presentation, the type of language that should be used in the paper or presentation, and how to properly cite other work in your paper or presentation. The paper and presentation will undergo a feedback/revise cycle where the student will receive specific feedback on their work. This will include at least two rounds of feedback for the paper, and at least one for the presentation.
	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 provide feedback on drafts of the student paper or collect drafts with revisions as provided by the supervising research mentor. The final paper will also be collected and graded for content and form. The presentation will be given in class with the instructor and students providing feedback. A final presentation will then be due to the instructor in electronic form.

	To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities		a. Written, oral, and/or multimodal communication abilities. b. Quantitative literacy. 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.		PHYS 4991 will include assignments to meet the skills set out in a. The physics core curriculum is designed to explicitly meet goals b. and e. through problem solving using critical thinking and quantitative skills.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		An essay of at least 1250 words will be collected from the student asking them to reflect on all five of the stated sets of skills and abilities.
	Syllabus		PHYS4991_Syllabus_GenEd.docx
	Reviewer Comments		ac087 - Tue, 10 Mar 2020 19:05:30 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process. agriffin - Thu, 07 May 2020 18:49:37 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.
POSC 4213	Proposed Effective Date	Spring 2018	Spring 2021
	Academic Level	Dual Level	Undergraduate
	Typically Offered	Fall	Spring
	Justification	Admin update to typically offered field.	Changes made here are to justify course for meeting learning outcome 6.1 and to change offering to Spring semesters.
	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.	1) Learning Outcome (6.1 (a) a, d, e): Students will critically assess and articulate current literature and submit reports pertaining to five topics from your Poultry Science program of study, 2) Learning Outcome (6.1 (a) a, d, e): Students will work in groups to describe and support their findings to the class in the form of an oral presentation, 3) Learning Outcome (6.1 (b) a, d, e): Students will individually create a 1,250-word essay reflecting how they used at least three of the skills and abilities embodied in Goals 1 through 5 in the General Education Curriculum in completing the project required for 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.)	Instructor will collect data via midterm exam, written reports, an oral presentation, a 1250-word essay, and a final exam.
	Syllabus	Syllabus POSC 4213 2020.doc
	Reviewer Comments	mkidd - Fri, 13 Sep 2019 14:30:19 GMT - Rollback: Course needs graduate section. ac087 - Thu, 09 Jan 2020 18:31:15 GMT - added core committee to workflow because addition to gen ed core is a major approval process. ac087 - Thu, 09 Jan 2020 18:31:47 GMT - process to undergrad level has been handled administratively. lkulcza - Thu, 23 Apr 2020 20:42:11 GMT - Adjusting effective date to spring 2021; will not complete approval process in time for fall 2020.
RESM 1013		Added

Added

RESM 3073			
RESM 3083	allcodes	RESM 4083	RESM 3083
	Proposed Effective Date	Spring 2018	Spring 2021
	Course Number	4083	3083
	Prerequisite(s)	Senior standing and RESM 1003 with a grade of C or better.	Senior standing and RESM 1003 or RESM 1013 with a grade of C or better.
	Justification	Admin update to typically offered field.	The program requires that students be able navigate and utilize the concepts associated with research earlier in their program of study. RESM now has two concentrations. Each concentration requires a different entry level course. Sport Administration (SPAD) requires RESM 1013 and Recreation Administration (READ) requires RESM 1003 as a prerequisite to upper level courses.
	Course Code	RESM 4083	RESM 3083
	Is course a General Education Course?		No
	Syllabus		RESM 4083.doc
	Reviewer Comments		ac087 - Tue, 07 Apr 2020 19:33:16 GMT - adjusting workflow, addition to gen ed core requires major approval process ac087 - Tue, 07 Apr 2020 19:34:06 GMT - changed effective date from fall 2020 to spring 2021. Course unlikely to complete approval process before start of term Fall 2020 kmamisei - Mon, 20 Apr 2020 15:10:09 GMT - Rollback: After further discussion with the department, it was determined that the course should not be designated as meeting the general education outcome. ac087 - Tue, 12 May 2020 16:20:38 GMT - changing effective date from Fall 2020 to Spring 2021. Course will not complete the approval process in time for Fall 2020.
RESM 3083H	allcodes	RESM 4083H	RESM 3083H
	Proposed Effective Date	Spring 2018	Spring 2021
	Course Number	4083H	3083H
	Prerequisite(s)	Honors candidacy and RESM 1003 with a grade of C or better.	Honors candidacy and RESM 1003 or RESM 1013 with a grade of C or better.
	Justification	Admin update to typically offered field.	The program requires that students be able navigate and utilize the concepts associated with research earlier in their program of study. RESM now has two concentrations. Each concentration requires a different entry level course. Sport Administration (SPAD) requires RESM 1013 and Recreation Administration (READ) requires RESM 1003 as a prerequisite to upper level courses.
	Course Code	RESM 4083H	RESM 3083H
	Is course a General Education Course?		No

	Reviewer Comments		<p>ac087 - Tue, 07 Apr 2020 19:41:16 GMT - changed effective date from fall 2020 to spring 2021, course unlikely to complete approval process before start of term fall 2020.</p> <p>kmamisei - Wed, 15 Apr 2020 17:51:58 GMT - Rollback: Paul, can you submit this course for general education learning outcome 1.1? This is a parallel Honors course for RESM 3083 which is designated for 1.1. Thanks.</p> <p>ac087 - Wed, 15 Apr 2020 22:28:20 GMT - added core committee, addition to gen ed core requires core committee approval.</p> <p>kmamisei - Mon, 20 Apr 2020 15:09:33 GMT - Rollback: After further discussion with the department, it was determined that the course should not be designated as meeting the general education outcome.</p> <p>ac087 - Tue, 12 May 2020 16:21:05 GMT - changing effective date from Fall 2020 to Spring 2021. Course will not complete the approval process in time for Fall 2020.</p>
SCWK 4073	Proposed Effective Date	Spring 2019	Spring 2021
	Justification	admin update to undergrad only for dual level conversion.	Changes made to reflect general education/core curriculum goal attainment.
	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>b. Quantitative literacy.</p> <p>d. Diversity awareness and/or intercultural competency.</p> <p>e. Critical thinking and/or ethical reasoning.</p>

	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		This research methods course focuses on critical analysis of empirical studies in social work and emphasizes evidence based practice. In this course, students build skills in research methodology and link this to what they have learned throughout the social work program as related to theory, diversity and difference, policy/justice and practice to gain a better understanding the research process and how to perform a critical evaluation of published studies. This course requires (a) writing skills, (b) quantitative literacy, (d) diversity awareness and (e) critical thinking/ethical reasoning.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Instructors will measure student achievement of this learning outcome with the major assignment as listed in the syllabus. This written assignment (a) is a culmination of what is learned in the course but also demonstrates the students broad understanding of social work by directly measuring the students' ability to apply critical thinking(e) quantitative literacy (b) and diversity awareness (d) to empirical topics directly related to social work.
	Syllabus		Research and Tech 1 Syllabus.pdf
	Reviewer Comments		ac087 - Mon, 02 Mar 2020 17:06:42 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process. agriffin - Thu, 07 May 2020 18:56:37 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.
SCWK 4422	Proposed Effective Date	Spring 2018	Spring 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Prerequisite(s)	SCWK majors only.	Social Work majors only.
	Justification	Admin update to typically offered.	Needed to change a course assignment to add in the General Education Core Learning Outcome.
	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

	<p>To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities</p>		<p>a. Written, oral, and/or multimodal communication abilities.  c. Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major.  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>During this final journal the student is expected to reflect on their semester long internship and seminar experience. In this paper, the student must incorporate and demonstrate social work competencies correlated with knowledge, values and skills consistent with social work. Some of the competencies they must write about include ethical and professional behaviors, engaging in diversity and differences in their practice, advancing human rights and social, economic, and environmental justice, and assessing individuals, families, groups, organizations, and communities. In this assessment process, the student must apply critical thinking to interpret information collected from the client and other constituencies. By doing this, they are applying the collective knowledge they have gained from their social work program as they reflect on the human experience and the social environment.</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>In at least 1250 word journal the student must reflect upon and explain how they have utilized and demonstrated the skills and abilities embodied in the 9 social work competencies. They must also provide specific examples from their internship and other experiences they have learned throughout the BSW program</p>
	<p>Syllabus</p>		<p>BSW II Field Syllabus FALL 2020-Revised (1).docx</p>
	<p>Reviewer Comments</p>		<p>ac087 - Wed, 19 Feb 2020 18:03:15 GMT - adjusting workflow. addition to gen ed curriculum requires major approval process.  agriffin - Thu, 07 May 2020 18:59:14 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.</p>



SEED 4113	Reviewer Comments	lkulcza - Mon, 18 Sep 2017 16:18:39 GMT - Rollback: Per request from submitter--needs to be undergraduate credit only.	<p>ac087 - Fri, 20 Mar 2020 22:34:00 GMT - removed cross-listing, cross-listed courses must be the same course but in two different subjects. Courses may be combined on the schedule of classes but are not candidates for cross-listing</p> <p>ac087 - Fri, 20 Mar 2020 22:35:19 GMT - adjusting workflow from Summer 2020 to Spring 2021, course is an addition to gen ed curriculum which requires a major approval process and this course will not complete the process in time for the summer or fall cycle.</p> <p>ac087 - Fri, 20 Mar 2020 22:36:18 GMT - adjust workflow to major approval w/ college curriculum, addition to gen ed curriculum requires major approval process.</p>
	Proposed Effective Date Justification	Fall 2018 Enforcing requisites. Required for BAT program leading to licensure.	Spring 2021 JUSTIFICATION: This course has been identified as one that meets General Education Learning Outcome 6.1. For that reason, specific information needed to be included on the syllabus to reflect these changes.
	Syllabus	SEED 4113 Teaching History, Government, and Economics.docx	SEED 4113 Teaching History, Government, and Economics (1) GEn Ed Outcomes.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		<p>a. Written, oral, and/or multimodal communication abilities.</p> <p>d. Diversity awareness and/or intercultural competency.</p> <p>e. Critical thinking and/or ethical reasoning.</p>

	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		The C3 inquiry arc has been designed to lead students through a thorough analysis of social issues and problems through the lenses of the social sciences. Inquiry requires a well-rounded approach to problem identification, study, and resolution. You will be creating lesson plans for a complete unit plan to be taught in your field placement using the C3 inquiry arc. The education profession emphasizes the ability of teacher candidates to enhance student learning through instruction that links standards and assessment with content knowledge. The Unit Plan provides candidates the opportunity to plan, design, implement, and reflect on the complex relationship between standards, assessment, and instruction. The Unit Plan also provides evidence to support the General Education Learning Outcome 6.1 1) by demonstrating your ability to communicate effectively through writing, 2) by providing evidence of your intercultural competence, and 3) by incorporating your critical thinking skills through reflection and application. The Unit Plan is also an importance source of evidence that you have met the program standards for graduation and that you have grown professionally from a novice learner to an emerging professional by applying the knowledge and skills to promote student learning in the classroom setting.
	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 Unit Plan is assessed using a rubric.
SEED 4213	Proposed Effective Date	Fall 2018	Spring 2021
	Justification	A required course for the B.A.T. licensure program.	This course has been identified as one that meets General Education Learning Outcome 6.1. For that reason, specific information needed to be included on the syllabus to reflect these changes.
	Syllabus	CIED 5213 Issues Trends in Literacy Instruction.docx SEED 4213 Issues Trends in Literacy Instruction.docx	SEED 4213 Issues Trends in Literacy Instruction (1) Gen Ed Outcomes.docx

<p>Reviewer Comments</p>	<p>lkulcza - Mon, 18 Sep 2017 16:20:37 GMT - Rollback: Per request from submitter--needs to be undergraduate credit only.</p>	<p>ac087 - Fri, 20 Mar 2020 22:23:13 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process                  ac087 - Fri, 20 Mar 2020 22:30:49 GMT - removed cross-listing due to level difference, courses may be combined on the schedule of classes but are not considered candidates for cross-listing.                  ac087 - Fri, 20 Mar 2020 22:32:05 GMT - adjust effective date from Summer 2020 to Spring 2021, addition to gen ed curriculum requires major approval process and course will not complete the approval process in time for Summer or Fall cycle.                  fbowles - Tue, 31 Mar 2020 21:19:31 GMT - My apologies again. This course also will add an assignment to meet 3.2. I didn't realize that I should have added another set of Gen Ed Outcomes to the first submission. Please advise. Freddie                  fbowles - Tue, 31 Mar 2020 23:52:38 GMT - It's me again. This course has NOT been identified to meet 3.2, so all is ok to proceed. The first methods course in the program of study has the assignment for meeting 3.2, and it has been added there.</p>
<p>Is course a General Education Course?</p>		<p>Yes</p>
<p>Choose the learning outcome the course addresses:</p>		<p>Goal 6 – Learning Outcome 6.1</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, 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.                  d. Diversity awareness and/or intercultural competency.                  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.		Unit Plan: The education profession emphasizes the ability of teacher candidates to enhance student learning through instruction that links standards and assessment with content knowledge. The Unit Plan provides candidates the opportunity to plan, design, implement, and reflect on the complex relationship between standards, assessment, and instruction. The Unit Plan also provides evidence to support the General Education Learning Outcome 6.1 1) by demonstrating your ability to communicate effectively through writing, 2)by providing evidence of your intercultural competence, and 3)by incorporating your critical thinking skills through reflection and application. The Unit Plan is also an importance source of evidence that you have met the program standards for graduation and that you have grown professionally from a novice learner to an emerging professional by applying the knowledge and skills to promote student learning for all students in the classroom setting.
	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 Unit Plan is assessed using a rubric.
SPED 4573	Proposed Effective Date	Summer 2018	Spring 2021
	Justification	Updated typically offered field.	Addition of Information on General Education Learning Outcome 6.1
	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"> <li>a. Written, oral, and/or multimodal communication abilities.</li> <li>b. Quantitative literacy.</li> <li>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.</li> <li>d. Diversity awareness and/or intercultural competency.</li> <li>e. Critical thinking and/or ethical reasoning.</li> </ul>
	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		Yes. Per assignment in syllabus: Research Poster Presentation and Formal Report (Learning Outcome 6.1) Students will engage in research on the High Leverage Practices and present the findings and outcomes in a poster presentation and written formal report. The written formal report will include a comprehensive reflection of their research purpose, process, and findings. This assignment provides an opportunity for students to demonstrate their written and oral communication abilities, quantitative literacy, characteristics of inquiry and action, and critical thinking. The research report must be a minimum of 1250 words.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Completion of Research Poster Presentation and Formal Report (Learning Outcome 6.1) Students will engage in research on the High Leverage Practices and present the findings and outcomes in a poster presentation and written formal report. The written formal report will include a comprehensive reflection of their research purpose, process, and findings.
	Syllabus		Spring SPED Internship, Seminar, Research Syllabus (revised 2019).docx
	Reviewer Comments		ac087 - Tue, 10 Mar 2020 20:05:01 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process. agriffin - Thu, 07 May 2020 19:10:45 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.
THTR 4953	Proposed Effective Date	Spring 2019	Summer 2021
	Component Type	Lecture	Field Studies
	Catalog Title	Theatre Study in Britain	Theatre in London
	Short Course Title	THEATRE STUDY IN BRITAIN	THEATRE IN LONDON
	Catalog Description	Study of the components of stage production through attending and critiquing a wide variety of classical, modern, and avant garde theatre productions in England; includes tours of London and historical British sites and seminars with British theatre artists.	Immerses scholars in the world of theatre and culture in Britain. Students spend four weeks in London with excursions to Stratford-upon-Avon, Oxford and Bath. Literature, performance, design and history are all explored through lectures, field trips and writing prompts.

	Justification	Admin update to undergrad only for dual level conversion. New grad level course is THTR 5953.	This addition reflects the commitment of Theatre in London Study Abroad to meeting the Learning Outcomes outlined in 4.1: Expand diversity awareness, intercultural competency, and global learning.  Title change justification: We changed the name of the program to Theatre in London years ago, hence why I would like to change the THTR course name so that all instances of this course and program reflect the same name.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<ul style="list-style-type: none"> <li>a. examine and interpret an intercultural experience from both one's own and another's worldview.</li> <li>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</li> <li>c. identify and participate in cultural differences in verbal and nonverbal communication.</li> <li>d. identify and analyze significant global challenges and opportunities in the human and natural world.</li> <li>e. identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.</li> </ul>

	<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>a: Examine and interpret an intercultural experience from both one's own and another's worldview: We see many plays that explore worldviews very different from students' own perspectives, such as plays featuring characters living in a very different time period, and negotiating the cultural and political milieus of those historical periods. We also encounter characters with other gender or sexual identities, or racial/ethnic/cultural identities that are different from our students. Our course material engages extensively with questions surrounding these issues.</p> <p>d. Identity and analyze significant global challenges and opportunities in the human and natural world: Many argue that the United Kingdom's departure from the European Union (popularly known as Brexit), which occurred in January 2020, will have global implications. Our visit to Great Britain in May 2020 will allow us to learn about and discuss the effects of this monumental change, especially in the United Kingdom. Brexit not only has political, cultural, and economic implications, but also environmental. In the age of climate change, environmental issues are both a local and global concern. The nature of the debate over Brexit suggests that there are points of views that consider the challenges as well as potential opportunities.</p> <p>e. Identify and analyze the historical and/or contemporary interrelationships among global cultures: Through our study in Great Britain, we learn about the British empire and the effects of colonialism, both historically and in contemporary contexts. Because the British empire spread across the globe, we have the opportunity to discuss a wide variety of cultures and their interrelationships. Issues related to British colonialism are a substantial part of our tours of nearly all of the historical and cultural sites, and appear in many of the plays we read and see as well. Contemporary conversations about Brexit may also play a role in this area too.</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 major feedback component to the course is through student discussions and blog posts. The students are given a variety of blog prompts while abroad to address topics such as performance styles, design, casting, directing and diversity and cultural issues. Theatre is used as the mechanism through which the students are invited to open up about issues raised in the plays that we see and the cultural events that they experience.</p>
	<p>Title/Description Change Type Syllabus</p>		<p>Minor (stylistic/editorial) Change  Theatre in Britain 2019 Syllabus 5 11 19 REV.pdf</p>

## Reviewer Comments

ac087 - Mon, 02 Mar 2020 17:12:51 GMT  
- adjusted workflow, addition to gen ed curriculum requires major approval process.

rcc003 - Fri, 20 Mar 2020 16:20:25 GMT -  
Updated catalog description.

rcc003 - Fri, 20 Mar 2020 16:22:03 GMT -  
Changed title from 'Theatre Study in Britain' to 'Theatre in London.'

agriffin - Thu, 07 May 2020 19:14:33 GMT  
- Changed effective date from fall 2020 to summer 2021. It is too late to complete approval for this fall.

agriffin - Thu, 07 May 2020 19:23:56 GMT -  
Uploaded syllabus on behalf of submitter.