

CIM Report Sep 3, 2024 4:25pm

Course Changes Pending Approval from Faculty Senate

Code	Field	Old Value	New Value
ANSC 53303		Added	
BIOL 4987V	Proposed Effective Date	Fall 2024	Spring 2025
	Choose the learning outcome the course addresses:	Goal 6 – Learning Outcome 6.1	Goal 1 – Learning Outcome 1.2 Goal 6 – Learning Outcome 6.1
	Justification	This modification will enable BISC students enrolled in the senior thesis course to complete GELO6.1.	This modification will enable BISC students enrolled in the senior thesis course to complete GELO1.2.
	Reviewer Comments	<p>ac087 - Thu, 30 Nov 2023 20:24:27 GMT - changed effective date from spring 2023 to spring 2024. Spring 2023 has already completed.</p> <p>ac087 - Wed, 06 Dec 2023 18:13:07 GMT - Changed effective date to fall 2024 for common course numbering syncing purposes. Will also add a spring 2024 row administratively in UAC.</p> <p>ac087 - Wed, 06 Dec 2023 18:18:12 GMT - Rollback: need to correct workflow due to gen ed outcomes.</p> <p>ac087 - Wed, 06 Dec 2023 18:23:56 GMT - adjusted workflow from minor to major for Gen Ed outcomes.</p> <p>liner - Wed, 06 Dec 2023 21:57:59 GMT - This may need need an attached syllabus with student learning and GELO 6.1 outcomes.</p> <p>mevanswh - Tue, 09 Jan 2024 17:41:54 GMT - "five skills and abilities" below in GELO has a symbol instead of "five"</p>	<p>nrgreen - Wed, 22 May 2024 14:19:56 GMT - Updating courses to meet GELO outcomes is something dean's office asked departments to do to be in compliance to meet all GELO outcomes.</p> <p>ac087 - Tue, 28 May 2024 14:02:02 GMT - adjusted workflow from minor to major per the inclusion of Gen Ed outcomes.</p> <p>Ikulcza - Thu, 15 Aug 2024 00:05:56 GMT - Adjusted effective date from fall 2024 to spring 2025.</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>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 is a senior thesis course supervised by a faculty member in the Department of Biological Sciences. A student enrolled in this course is required to produce a thesis focused on a special topic in biology. More specifically, the student will learn how to generate written, spoken, or multi-media presentations and how to revise (meeting learning indicator a), produce a significant written paper consisting of at least 10 pages of main text, excluding figures and references (meeting learning indicator b), integrate the research content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose (meeting learning indicator c), incorporate specific feedback from a supervising faculty member into written, oral, or multi-media presentations, revising and editing them for clarity and correctness (meeting learning indicator d), and cite sources gathered from primary literature in written, oral, or multi-media presentations (meeting learning indicator 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.)		The course instructor will evaluate the senior thesis to assess the degree of student achievement of the Learning Outcome.
	Additional Notes		No syllabus required for special problems course.
BIOL 499HV	Proposed Effective Date	Fall 2024	Spring 2025
	Choose the learning outcome the course addresses:	Goal 6 – Learning Outcome 6.1	Goal 1 – Learning Outcome 1.2 Goal 6 – Learning Outcome 6.1
	Justification	Submitting for approval to meet GELO 6.1. This change will allow BISC students enrolled in the Honors Research course to complete GELO6.1.	This change will allow BISC students enrolled in the Honors Research course to complete GELO1.2.
	Reviewer Comments	ac087 - Mon, 08 Jan 2024 23:41:04 GMT - adjusted workflow from minor to major per the inclusion of Gen Ed outcomes. mevanswh - Tue, 09 Jan 2024 17:43:17 GMT - "five skills and abilities" below. Five has a symbol instead of "five"	nrgreen - Wed, 22 May 2024 14:20:09 GMT - Updating courses to meet GELO outcomes is something dean's office asked departments to do to be in compliance to meet all GELO outcomes. ac087 - Tue, 28 May 2024 14:37:15 GMT - adjusted workflow from minor to major per the inclusion of Gen Ed outcomes. lkulcza - Thu, 15 Aug 2024 00:07:47 GMT - Adjusted effective date from fall 2024 to spring 2025.

	<p>To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work. c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose. d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness. e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.</p>
	<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>		<p>This is an honors research course supervised by a faculty member in the Department of Biological Sciences. Through this course, a student will complete an Honors research project and prepare a thesis. More specifically, the student will prepare an Honors thesis on original research on a special topic in biology, and give an oral presentation of the research to an Honors defense committee followed by defense. The student will learn how to generate written, spoken, or multi-media presentations and how to revise (meeting learning indicator a), produce a significant written paper consisting of at least 10 pages of main text, excluding figures and references (meeting learning indicator b), integrate the research content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose (meeting learning indicator c), incorporate specific feedback from a supervising faculty member into written, oral, or multi-media presentations, revising and editing them for clarity and correctness (meeting learning indicator d), and cite sources gathered from primary literature in written, oral, or multi-media presentations (meeting learning indicator e).</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 course instructor will evaluate the honors thesis to assess the degree of student achievement of the Learning Outcome. The instructor will report the GEL01.2 scores for students only upon completion of their thesis.</p>
<p>ENGL 10203</p>	<p>Proposed Effective Date</p>	<p>Fall 2024</p>	<p>Fall 2025</p>
	<p>Choose the learning outcome the course addresses:</p>	<p>Goal 1 – Learning Outcome 1.1</p>	<p>Goal 1 – Learning Outcome 1.2</p>

	<p>To be certified as meeting this outcome, a course must accomplish all five of the following learning indicators. In an approved course, students will (please select indicators)</p>	<p>a. focus primarily on how to generate written texts, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the examples of model texts, and how to revise. b. complete at least four substantial writing assignments and produce at least 5000 words of prose. c. incorporate specific feedback into their writing, in order to help them revise and edit for clarity, force, and correctness. d. critically analyze the effectiveness of written prose. e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in their writing.</p>	
	<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>	<p>Composition II teaches foundational academic research and writing strategies and processes through the analysis of the discursive and writing practices in the students' chosen fields of study. Students reflect on writing as a communicative practice and write four major critical essays that demonstrate sound argumentation, development of ideas, clear organization, effective analysis, awareness of writing conventions, and mastery of standard linguistic forms. Composition II further helps students to see writing as a socially-situated practice, by which is meant a form of communication that varies in accordance with the expectations of the social group and context considered, leading students to engage in the type of introspection and critical awareness that will help them prepare for the variety of writing they will encounter in other academic disciplines.</p> <p>The four major essays required in the course have established word-minimums that lead to the completion of at least 5,500 words of polished prose writing by the end of the term. The first two essay assignments focus on the development of a critical awareness of literacy practices (particularly the practice of writing) as something that varies across social groups. With regard to every major writing assignment, students receive oral and written feedback from writing instructors focusing on the mastery of the core writing skills, the use of standard linguistic expression, and the practice of ethical reporting of information. Instructors provide written and oral feedback by conducting in-class writing workshops (often employing peer-review), responding to graded assignments with considerable written commentary, and by conducting individual conferences with students at key moments of the semester.</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>Essay 1 (Literacy Critique) encourages students to reflect on their experiences learning to read and write, and to identify one thing they have been taught about writing and to examine that teaching critically. The assignment helps students learn that stylistic and even grammatical rules are rhetorical choices rather than rigid formulas. This assignment also moves students beyond source-based papers by encouraging them to use the assigned readings as supportive critical lenses to aid their arguments.</p> <p>Essay 2 (Literacy Study) requires students to place their insights from the previous assignment into a broader context by examining any parallels that exist between their individual literacy experience and that of others (namely that of their peers). This assignment further underscores the variability in literacies and literacy-learning, while emphasizing the social aspects of writing, by requiring students to write collaboratively. The assignment also encourages students to conduct primary research by surveying their peers in order to answer a research question.</p> <p>Essay 3 (Rhetorical Analysis) requires students to analyze the choices made by professional writers. By analyzing the choices professional writers make in varying rhetorical situations, students begin to recognize the rhetorical conventions of particular disciplines and the expressive options available to them as writers.</p> <p>Essay 4 (Discourse Analysis) asks students to apply what they have learned about literacy, writing processes, and rhetorical choices to examine critically the writing practices specific to their chosen majors or professions. The assignment requires all the skills of the previous assignments—primary research and analysis, contextualizing various pieces of writing, and analyzing and understanding rhetorical choices—to begin to enter the discourse community of their chosen field. The assignment helps students to focus these skills by bringing them to bear on a niche, or a specific facet of the writing practices of their chosen discourse community.</p> <p>The four assignments collectively impress upon students that, in the process of advancing through their academic and professional careers, they will be called on to practice particular writing and follow particular discursive conventions as they join particular discourse communities.</p>	
Title/Description Change Type	Justification	Minor (stylistic/editorial) Change	
			<p>This is an important and time sensitive update to ensure all programs meet GELO 1.2. The removal of GELO 1.1. does not impact GELO program compliance as 1.1. is assessed in ENGL 10103.</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>	<ul style="list-style-type: none"> a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work. c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose. d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness. e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.
<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>	<p>This course focuses on writing across genres, including written, spoken, and multimodal/multimedia genres. For example, instruction includes attention to common visual genres including infographics and advertisements. Students compose four major assignments for this course that focus on a variety of genres and practice analyzing and composing many more genres in class. Final drafts of the four major assignments total a minimum of 15 pages of prose, and for the third major assignment, students demonstrate their multigenre advocacy campaign to their classmates via an in-class presentation. Students learn about how genres are related to specific audiences and purposes as well as how to evaluate rhetorical contexts and situations when choosing genres. Students also learn how to select and shape the content of their compositions based on genres, contexts, audiences, and purposes. All four major assignments require students to incorporate feedback from instructors and peers, and all major assignments include a cover letter that describes the feedback they received on the assignment and the revisions they made in response to that feedback. The first three major assignments require secondary research, which must be integrated into the final drafts of each assignment. In-class instruction also includes attention to reading complex texts and integrating evidence in specific genres/contexts and for specific audiences and purposes.</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.)		Students complete four major assignments for this course; all major assignments require multiple drafts and include feedback and revision opportunities: # Assignment 1: Analyzing a Genre asks students to define and analyze a genre using at least three examples. # Assignment 2: Composing Genres in Context asks students to explain a genre of their choice, compose an example of that genre, and justify how the example conforms (or successfully bends) the genre conventions. # Assignment 3: Creating a Multigenre Advocacy Group Project asks students to work with 1-2 of their peers to create a cohesive advocacy campaign aimed at solving a campus problem or concern, using a variety of texts and genres, including multimodal/multimedia genres like posters, advertisements, and/or infographics. Groups deliver and explain their campaigns to their peers via an in-class presentation. # Assignment 4: Curating and Reflecting asks students to curate their work from the semester into a portfolio and reflect on that work in a 1,000-word reflective essay that incorporates examples from their previous work in the course.
	Syllabus		Engl 10203 syllabus docx.pdf
	Reviewer Comments		nrgreen - Tue, 02 Jul 2024 15:35:22 GMT - Dean's office supports exceptions for course updates to comply with GELO requirements.
ENGL 102H3	Proposed Effective Date	Fall 2024	Fall 2025
	Choose the learning outcome the course addresses:	Goal 1 – Learning Outcome 1.1	Goal 1 – Learning Outcome 1.2
	To be certified as meeting this outcome, a course must accomplish all five of the following learning indicators. In an approved course, students will (please select indicators)	<ul style="list-style-type: none"> a. focus primarily on how to generate written texts, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the examples of model texts, and how to revise. b. complete at least four substantial writing assignments and produce at least 5000 words of prose. c. incorporate specific feedback into their writing, in order to help them revise and edit for clarity, force, and correctness. d. critically analyze the effectiveness of written prose. e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in their writing. 	

How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.

Honors Composition II is a course designed to challenge high-achieving students who, under the aegis of the Honors College or on the basis of their own initiative, are ready to handle more demanding reading material and independent research than is normally offered in the mainstream version of the course.

Like its mainstream counterpart, the course teaches foundational academic research and writing strategies and processes through the analysis of the discursive and writing practices in the students' chosen fields of study. Students reflect on writing as a communicative practice and write four major critical essays that demonstrate sound argumentation, development of ideas, clear organization, effective analysis, awareness of writing conventions, and mastery of standard linguistic forms. Honors Composition II further helps students to see writing as a socially-situated practice, by which is meant a form of communication that varies in accordance with the expectations of the social group and context considered, leading students to engage in the type of introspection and critical awareness that will help them prepare for the variety of writing they will encounter in other academic disciplines.

The four major essays required in the course have established word-minimums that lead to the completion of at least 5,500 words of polished prose writing by the end of the term. The first two essay assignments focus on the development of a critical awareness of literacy practices (particularly the practice of writing) as something that varies across social groups. With regard to every major writing assignment, students receive oral and written feedback from writing instructors focusing on the mastery of the core writing skills, the use of standard linguistic expression, and the practice of ethical reporting of information. Instructors provide written and oral feedback by conducting in-class writing workshops (often employing peer-review), responding to graded assignments with considerable written commentary, and by conducting individual conferences with students at key moments of the semester. Additionally, the feedback provided to honors students further extends to matters of writing style, encouragement and freedom to pursue various lines of inquiry, and support for the use of multiple modes of representation in the completion of research projects.

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

Essay 1 (Literacy Critique) encourages students to reflect on their experiences learning to read and write, and to identify one thing they have been taught about writing and to examine that teaching critically. The assignment helps students learn that stylistic and even grammatical rules are rhetorical choices rather than rigid formulas. This assignment also moves students beyond source-based papers by encouraging them to use the assigned readings as supportive critical lenses to aid their arguments.

Essay 2 (Literacy Study) requires students to place their insights from the previous assignment into a broader context by examining any parallels that exist between their individual literacy experience and that of others (namely that of their peers). This assignment further underscores the variability in literacies and literacy-learning, while emphasizing the social aspects of writing, by requiring students to write collaboratively. The assignment also encourages students to conduct primary research by surveying their peers in order to answer a research question.

Essay 3 (Rhetorical Analysis) requires students to analyze the choices made by professional writers. By analyzing the choices professional writers make in varying rhetorical situations, students begin to recognize the rhetorical conventions of particular disciplines and the expressive options available to them as writers.

Essay 4 (Discourse Analysis) asks students to apply what they have learned about literacy, writing processes, and rhetorical choices to examine critically the writing practices specific to their chosen majors or professions. The assignment requires all the skills of the previous assignments—primary research and analysis, contextualizing various pieces of writing, and analyzing and understanding rhetorical choices—to begin to enter the discourse community of their chosen field. The assignment helps students to focus these skills by bringing them to bear on a niche, or a specific facet of the writing practices of their chosen discourse community.

The four assignments collectively impress upon students that, in the process of advancing through their academic and professional careers, they will be called on to practice particular writing and follow particular discursive conventions as they join particular discourse communities.

	<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>	<ul style="list-style-type: none"> a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work. c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose. d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness. e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.
	<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>	<p>This course focuses on writing across genres, including written, spoken, and multimodal/multimedia genres. For example, instruction includes attention to common visual genres including infographics and advertisements. Students compose four major assignments for this course that focus on a variety of genres and practice analyzing and composing many more genres in class. Final drafts of the four major assignments total a minimum of 15 pages of prose, and for the third major assignment, students demonstrate their multigenre advocacy campaign to their classmates via an in-class presentation. Students learn about how genres are related to specific audiences and purposes as well as how to evaluate rhetorical contexts and situations when choosing genres. Students also learn how to select and shape the content of their compositions based on genres, contexts, audiences, and purposes. All four major assignments require students to incorporate feedback from instructors and peers, and all major assignments include a cover letter that describes the feedback they received on the assignment and the revisions they made in response to that feedback. The first three major assignments require secondary research, which must be integrated into the final drafts of each assignment. In-class instruction also includes attention to reading complex texts and integrating evidence in specific genres/contexts and for specific audiences and purposes.</p>

	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>	<p>Students complete four major assignments for this course; all major assignments require multiple drafts and include feedback and revision opportunities: # Assignment 1 : Analyzing a Genre asks students to define and analyze a genre using at least three examples. # Assignment 2: Composing Genres in Context asks students to explain a genre of their choice, compose an example of that genre, and justify how the example conforms (or successfully bends) the genre conventions. # Assignment 3: Creating a Multigenre Advocacy Group Project asks students to work with 1-2 of their peers to create a cohesive advocacy campaign aimed at solving a campus problem or concern, using a variety of texts and genres, including multimodal/multimedia genres like posters, advertisements, and/or infographics. Groups deliver and explain their campaigns to their peers via an in-class presentation. # Assignment 4: Curating and Reflecting asks students to curate their work from the semester into a portfolio and reflect on that work in a 1,000-word reflective essay that incorporates examples from their previous work in the course.</p>
	Justification	<p>This is an important and time sensitive update to ensure all programs meet GELO 1.2. The removal of GELO 1.1. does not impact GELO program compliance as 1.1. is assessed in ENGL 10103.</p>
	Syllabus	<p>Engl 102H3 Syllabus Revised.pdf</p>
	Reviewer Comments	<p>nrgreen - Tue, 02 Jul 2024 15:35:33 GMT - Dean's office supports exceptions for course updates to comply with GELO requirements. lkulcza - Wed, 21 Aug 2024 17:21:50 GMT - Uploaded revised syllabus demonstrating additional requirements/expectations for the honors course.</p>
NUTR 45003		Added