

CIM Report Oct 30, 2023 9:23am

Course Changes Pending Approval from Faculty Senate

Code	Field	Old Value	New Value
AAST 1203			Added
AAST 3003			Added
AAST 3013			Added
AAST 4613			Added
AAST 6833			Added
ACCT 20103	Catalog Description	Introduction of accounting as an information system with emphasis on processing and presenting information in the form of financial statements for use in decision making. The course emphasizes business processes and double entry accounting.	Introduction of the overall purpose, meaning, interpretation, and use of accounting information. The course focuses on understanding financial statements, and the production and use of accounting information in planning, controlling and decision making.
	Justification		ACCT20103 description is being changed in order to broaden the focus on teaching accounting and other business majors how to understand and use accounting information to make decisions (as consumers of accounting information). The development of comprehensive accounting systems has increased the amount of accounting information business professionals have available to make decisions, and the changes to this course are designed to both introduce and help better prepare students for this new environment.
	Title/Description Change Type		Major Content Change
	Syllabus		ACCT 20103 Syllabus.docx
ACCT 20203	Proposed Effective Date	Fall 2024	Spring 2025
	Catalog Description	In this course we study managerial accounting concepts and their use in business decisions. We will examine the development and analysis of cost information for management use in decision-making, income determination, and performance evaluation.	Overview of accounting as an information system with emphasis on processing and presenting information in the form of financial statements for use in decision making. The course emphasizes business processes and double entry accounting.
	Justification		ACCT20203 description is being changed in conjunction with ACCT20103. The focus of this course is on the recording of transactions and preparation of accounting information through the accounting information system. This content is necessary for anyone pursuing a degree in accounting or finance, both of which require a strong understanding of how transactions are recorded in the accounting information system as well as how the financial statements are constructed.
	Title/Description Change Type		Major Content Change
	Syllabus		ACCT 20203 Syllabus.docx
	Reviewer Comments		ac087 - Thu, 12 Oct 2023 13:43:09 GMT - changed effective date from Fall 2024 to Spring 2025 per department request.
ADLL 7113			Added

ADLL 7123		Added	
ADLL 7133		Added	
ARAB 1014	allcodes	ARAB 1016	ARAB 1014
	Proposed Effective Date	Spring 2023	Spring 2024
	Course Number	1016	1014
	Component Type	Lecture	Lecture/Laboratory
	Credit Hours	6	4
	Create Non Credit Lab?	No	Yes
	Catalog Title	Immersive Arabic I	Arabic I
	Short Course Title	IMMERSIVE ARABIC I	ARABIC I
	Catalog Description	Equivalent to ARAB 1003 and ARAB 1013. Stresses rapid learning through daily interaction and immersion in a fun and friendly atmosphere. Supportive pedagogical practice focuses on developing communicative proficiency. Fundamentals of grammar are taught inductively through engaging assignments and activities designed to incrementally develop oral and written skills.	Equivalent to ARAB 1003 and ARAB 1013. Stresses rapid learning through regular interaction and immersion. Supportive pedagogical practice focuses on developing communicative proficiency. Fundamentals of grammar are taught inductively through engaging assignments and activities designed to incrementally develop oral and written skills.
	Justification	The course title change is intended to better reflect the measurable benefits of daily interaction and immersion for language learning. Our four-semester series of 6-credit courses (ARAB 1016, 2016, 3016, 4016) not only make learning faster but also easier and more effective.	Reducing number of credit hours for our Arabic offerings in a way that will likely boost enrollment in our introductory courses (and without having to make any program changes to the ARABBA or ARAB-M). Choosing a less ambiguous course title.
	Syllabus	ARABIC 1016 Syllabus Immersive Arabic I (1).doc	ARAB 1014.docx
	Course Code	ARAB 1016	ARAB 1014
	Reviewer Comments	ac087 - Wed, 19 Oct 2022 18:40:27 GMT - corrected workflow, switched WLLC role with WLLC Chair role.	ac087 - Mon, 21 Aug 2023 18:30:42 GMT - Rollback: department to make corrections.
	Corequisite(s)		Lab component.
	Additional Notes		Clarified course description.
ARAB 2014	allcodes	ARAB 2016	ARAB 2014
	Proposed Effective Date	Spring 2023	Spring 2024
	Course Number	2016	2014
	Component Type	Lecture	Lecture/Laboratory
	Credit Hours	6	4
	Create Non Credit Lab?	No	Yes
	Create Honors Course?	Yes	No
	Catalog Title	Immersive Arabic II	Arabic II
	Short Course Title	IMMERSIVE ARABIC II	ARABIC II
	Catalog Description	Continued emphasis on immersive learning through daily interaction. Leads to greater oral comprehension and speaking ability and develops the more advanced reading and writing skills. Emphasizes morphology and syntax. Focuses on expanding cultural awareness.	Continued emphasis on immersive learning through regular interaction. Leads to greater oral comprehension and speaking ability, and develops more advanced reading and writing skills. Emphasizes morphology and syntax. Focuses on expanding cultural awareness. Equivalent to ARAB 2003 and ARAB 2013.
	Prerequisite(s)	ARAB 1013 or ARAB 1016.	ARAB 1013 or ARAB 1014.
	Justification	The course title change is intended to better reflect the measurable benefits of daily interaction and immersion for language learning. Our four-semester series of 6-credit courses (ARAB 1016, 2016, 3016, 4016) not only make learning faster but also easier and more effective.	Reducing number of credit hours for our Arabic offerings in a way that will likely boost enrollment in our introductory courses (and without having to make any program changes to the ARABBA or ARAB-M). Choosing a less ambiguous course title.

	Syllabus	ARAB 2016 Syllabus Immersive Arabic II.docx	ARAB 2014.docx
	Course Code	ARAB 2016	ARAB 2014
	Reviewer Comments	ac087 - Wed, 19 Oct 2022 18:47:47 GMT - removed cross-listing. Cross-listings are reserved for courses that are the same but have different subject codes. Courses can be combined when scheduled. ac087 - Wed, 19 Oct 2022 18:49:38 GMT - corrected workflow, switched WLLC role with WLLC Chair role.	ac087 - Fri, 18 Aug 2023 16:59:43 GMT - Rollback: Per Ryan cochran for additional cahanges ac087 - Fri, 18 Aug 2023 17:05:36 GMT - Rollback: Per Ryan cochran to make changes ac087 - Mon, 21 Aug 2023 18:31:11 GMT - Rollback: department to make corrections.
	Corequisite(s)		Lab component.
	Additional Notes		Clarified course description.
ARAB 2014H	allcodes	ARAB 2016H	ARAB 2014H
	Proposed Effective Date	Summer 2022	Spring 2024
	Course Number	2016H	2014H
	Component Type	Lecture	Lecture/Laboratory
	Credit Hours	6	4
	Create Non Credit Lab?	No	Yes
	Catalog Title	Honors Immersive Arabic II	Honors Arabic II
	Short Course Title	HONORS IMMERSIVE ARABIC II	HONORS ARABIC II
	Catalog Description	Continued emphasis on immersive learning through daily interaction. Leads to greater oral comprehension and speaking ability and develops the more advanced reading and writing skills. Emphasizes morphology and syntax. Focuses on expanding cultural awareness.	Continued emphasis on immersive learning through regular interaction. Leads to greater oral comprehension and speaking ability, and develops more advanced reading and writing skills. Emphasizes morphology and syntax. Focuses on expanding cultural awareness. Equivalent to ARAB 2003 and ARAB 2013.
	Prerequisite(s)	Honors standing and (ARAB 1013 or ARAB 1016).	Honors standing and (ARAB 1013 or ARAB 1014).
	Justification	administratively added to match non-honors equivalency.	Reducing number of credit hours for our Arabic offerings in a way that will likely boost enrollment in our introductory courses (and without having to make any program changes to the ARABBA or ARAB-M). Choosing a less ambiguous course title.
	Course Code	ARAB 2016H	ARAB 2014H
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Corequisite(s)		Lab component.
	Syllabus		ARAB 2014.docx
	Additional Notes		Clarified course description.
	Reviewer Comments		ac087 - Mon, 21 Aug 2023 19:06:02 GMT - Rollback: department to make corrections
ARAB 399VH	Added		
ARCH 1003H	Proposed Effective Date	Spring 2018	Spring 2024
	Course Delivery Method	On campus Off campus	On campus
	Off Campus Delivery	Online/Web-based	
	Create Non Credit Drill?	No	Yes
	Justification	Updated typically offered field.	Request to add a non-credit drill for this honors section for ease of enrollment and for faculty who request to hold a separate drill from time to time. The honors section is on-campus only.
	Is course a General Education Course?	No	Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.1 Goal 4 – Learning Outcome 4.1

<p>Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?</p>	<p>Yes</p>
<p>Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?</p>	<p>Yes</p>
<p>To be certified as meeting this outcome, a course must incorporate at least three of five learning indicators. In an approved course, students will (please select indicators)</p>	<p>a. synthesize the development over time of the fundamental concepts, principles, theories, and methods, creative practices and techniques of the visual and/or performing arts. b. develop an understanding of how historical, social, cultural, and personal forces shape artistic communication and how the arts in turn share the diverse cultures of past and present societies. c. respond critically to a variety of works in the arts, connecting the individual work in the creative discipline being introduced to other aspects of human thought and endeavor. d. through written, oral, and/or graphic techniques of communication, analyze and interprets works of fine and performing arts using appropriate critical language, and identifying the visual, sensory, environmental, and psychological characteristics that they observe.</p>

How does the course meet three of five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of 5 indicators.

a) ARCH 1003 uses a multi-layered framework, first typological, then chronological, to understand the evolution of the built environment. For the purpose of the class the built environment is defined as “all human creations, past, present, and future.” This expansive definition allows us to examine buildings as one ‘dimension’ of the human-made world while affording a direct comparison to the six other dimensions (products, interiors, landscapes, cities, regions, and the Earth itself). Key historical touchstones include the discussion of seminal projects and ideas emerging from Egyptian and Classical architecture, the rise of the book as an instrumental shaper of human action, the industrial revolution and the emergence of Art Nouveau, the Bauhaus, a discussion of the basic principles of modernism, post-modernism, and an assessment of contemporary built work with an effort to compare and contrast to the historical works that we’ve studied.

b) We place a major emphasis in ARCH 1003 on the importance of the reciprocation of socio-historical and technological contexts in the material make-up and shaping of the built environment. The attitudes, policies, technological capacities, etc. that precede individual creative acts within the built environment are foregrounded and/or speculated upon deeply throughout the course lectures. The course acts as an intense search for why form and space emerge as they do and ties formal and spatial meaningfulness to the diverse cultural environments/ideas from which it materializes.

c) Because ARCH 1003 treats architecture as one dimension of the built environment, we can directly compare buildings to a variety of work in other disciplines. As an example, we will read William Carlos Williams’ “The Great Figure” and analyze Charles Demuth’s “I Saw the Figure Five in Gold” as a lead-in to the study of Fire Station as a type. We discuss the nature of the formal change in the poem as being related to many of the formal ideas that arise in Fire Station typologies over the past two centuries.

d) ARCH 1003 helps students develop a language with which to discuss the dimensions of the built environment. To aid in the development of this language we deliver four projects over the course of the semester, each focused on a specific building element (Roof, Wall, Stair, Window, Door, etc.) that they find compelling, culturally fascinating, beautiful etc. Beyond the development of an ability to describe the built environment in an articulate way, these projects transform what might otherwise be overlooked as

<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>Per the syllabus, through quizzes, exams, readings, course notebook (to be taken up at end of course) and reflection projects.</p>
<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. examine and interpret an intercultural experience from both one's own and another's worldview. b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices 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.</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>a) ARCH 1003 posits that most experiences within the built environment (designed products, interiors, buildings, landscapes, cities, etc.) are fundamentally intercultural, in that they represent developments of ideas, philosophies, methods and priorities across cultures and eras. As a result, students are given a frame of history and antecedents to understand the development of their own worldview, and that of others as it relates to facets of the built environment. All objects, poems, buildings, landscapes, etc. presented in the course are discussed in direct relation to intercultural contexts, as well as evolving technological, social and economic environment, and most often with respect to historic and contemporary global issues. 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. c and d) In ARCH 1003 we discuss the global environmental impact of design and building decisions as well as developed and emerging sustainable construction and performance approaches. We also discuss evolving technologies and potential design futures, with a specific focus on computation and digital fabrication trends that are likely contributors to a sustainable future.</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>Per the syllabus, through quizzes, exams, readings, course notebook (to be taken up at end of course) and reflection projects.</p>

	Reviewer Comments		dkorth - Thu, 14 Sep 2023 19:10:41 GMT - Rollback: GELO3.1 and GELO4.1 should remain with the course. skenner - Tue, 19 Sep 2023 18:39:42 GMT - Rollback: Per Discussion, rolling back the honors course to removed online/web-based delivery method as it is not offered/developed for online.
BIOL 3123H		Inactivated/Deleted	
BUSI 5113		Added	
BUSI 5133		Added	
BUSI 5153		Added	
BUSI 5173		Added	
CIED 4433		Inactivated/Deleted	
CIED 4443		Inactivated/Deleted	
CIED 5243		Inactivated/Deleted	
CIED 5253		Inactivated/Deleted	
ELEG 5373		Added	
EMGT 5053	Proposed Effective Date	Spring 2019	Fall 2024
	Catalog Description	Explore the use of trade-off analytics as a tool to assist with infrastructure development and preservation efforts, with integrated examples investigating maritime and multimodal infrastructure. Learn sound methodology to identify stakeholders, stakeholder objectives, and measures of performance for infrastructure improvement programs. Apply descriptive, predictive, and prescriptive data, models, and analytics to evaluate current infrastructure status and identify potential improvements. Develop and implement an Excel™ based decision support tool to provide trade-off analytics insights and assess best value-per-dollar infrastructure decisions.	Use trade-off analytics to inform technical and management decisions. Learn sound methodology to identify stakeholders, stakeholder objectives, and measures of performance. Apply descriptive, predictive, and prescriptive data, models, and analytics to evaluate decisions in each system life cycle stage. Develop decision support tools to provide trade-off analytics insights. Prerequisite: EMGT 5033, EMGT 5703, and EMGT 5443 or instructor consent. (Typically offered: Fall, Spring and Summer)
	Prerequisite(s)	EMGT 5033 or instructor consent or department consent.	EMGT 5033, EMGT 5703, EMGT 5443 or instructor consent or department consent.
	Justification	Course to continue rounding out EMGT courses, including MARTEC funding and developing partnership with US Army Corps of Engineers Engineering Research and Development Center. Development funded by MARTEC.	Updated description, materials and syllabus for course redevelopment/redesign/update.
	Syllabus	EMGT 5053TradeoffAnalytics_Maritime_Syllabus.docx	EMGT 5053 Syllabus_Trade-off_Analytics_for_Engineering Management for CIM.docx
	Reviewer Comments	ac087 - Wed, 17 Oct 2018 22:15:40 GMT - spring 2019 effective date pending approval completion process.	ac087 - Fri, 29 Sep 2023 19:09:28 GMT - changed effective date from Fall 2023 to Fall 2024. Course will not complete approval process in time for Fall 2023.
	Title/Description Change Type		Major Content Change
EMGT 5603	Proposed Effective Date	Spring 2020	Spring 2024

	Catalog Description	This course introduces systems thinking models for holistic framing of design decision opportunity, best practices for eliciting value schemes, crafting an objective hierarchy and measures, creative system level alternatives, modeling and simulation approaches to assess system level alternatives, and describe effectively synthesizing data so relationships can be effectively communicated and decisions made.	This course introduces systems thinking and systems engineering (SE) concepts, processes, methods, and tools. Students will apply these concepts to the acquisition and/or development of systems with a focus on life cycle models, development of system architectures and architecture frameworks, system configurations, system requirements, requirements allocation, interface analysis, testing, verification and validation, and post-development concepts.
	Justification	New course to support EMGT program and funded external professional development; repeated requests during professional conferences expressed to the department chair and program director for the course.	Changes from course updates/redevelopment
	Syllabus	Syllabus EMGT 5603 STSE Fall 2019 with hours.docx	EMGT 5603 Syllabus for CIM.docx
	Additional Notes	Hours added for activities - exceeds 70 hours total activity for asynchronous activities.	
	Reviewer Comments	ac087 - Thu, 08 Nov 2018 16:10:25 GMT - spring 2019 effective date pending completion of approval process before start of spring term. ndennis - Thu, 08 Nov 2018 17:49:05 GMT - Rollback: Please provide a syllabus which delineates the topical coverage, either by contact hours or weekly coverage. See my email on this. ac087 - Tue, 12 Mar 2019 16:47:35 GMT - change effective date from spring 2019 to spring 2020 ndennis - Wed, 13 Mar 2019 18:33:03 GMT - Rollback: I may not have been clear in my last request, but I need to see that there are 45 contact hours of coverage (or the equivalent for on-line exercises and content delivery). Please provide an estimate of the contact hours for each of the 12 topics covered I the course. ac087 - Mon, 13 May 2019 15:29:06 GMT - Rollback: Please condense description. Catalog descriptions should be kept to around 50 words. ndennis - Sat, 01 Jun 2019 00:15:55 GMT - removed old syllabus from submission.	ac087 - Mon, 02 Oct 2023 13:47:33 GMT - Changed effective date from Fall 2023 to Spring 2024. Course will not complete the approval process in time for a Fall 2023 effective date.
	Title/Description Change Type		Major Content Change
	Prerequisite(s)		Must be admitted to the Master of Science in Engineering Management Program, or Engineering Management Graduate Sponsored Certificate or MicroCertificate Program, or be a Non-Degree Seeking Graduate Student or have departmental consent.
EMGT 5773	Proposed Effective Date	Summer 2023	Spring 2024

	Catalog Description	Students will learn and apply tools to analyze, assess, and manage risk for engineering organizations. Course work includes methods to identify risks, create and apply risk models, assess risk, evaluate and communicate risk management options. Case studies are used to understand risk analysis challenges in systems development in complex organizations.	Students will understand and apply tools to analyze, assess, and manage risk for engineering organizations. Course work includes methods to identify risks, create and apply risk models, assess risk, evaluate and communicate risk management options. Case studies are used to understand risk analysis challenges in systems development in complex organizations. Prerequisite: EMGT 5033, EMGT 5703 and must be admitted to the Master of Science in Engineering Management, be a non-degree seeking student or have departmental consent. (Typically offered: Irregular)
	Prerequisite(s)	EMGT 5033, EMGT 5703 and must be admitted to the Master of Science in Engineering Management or have departmental consent.	EMGT 5033, EMGT 5703 and must be admitted to the Master of Science in Engineering Management Program or have departmental consent.
	Justification	Course modified to distinguish it from OMGT 5793, increase probability/statistics risk models as well as calculus-based tools. The number will be changed to 5773 and the title was changed to avoid confusion with the OMGT course. Pre-req of probability and statistics added to ensure students are prepared for the course work.	Update separatign Engineering Risk Analysis and Operations Risk Management course; removed the cross listing.
	Reviewer Comments	ac087 - Mon, 21 Nov 2022 15:30:41 GMT - Rollback: course mentions number will change to 5783, however this is 5773. Please clarify. ac087 - Wed, 07 Dec 2022 15:55:18 GMT - changed effective date from spring 2022 to summer 2023. Course did not complete approval time for spring 2022 and will not complete the approval process in time for spring 2023.	ac087 - Mon, 02 Oct 2023 13:49:44 GMT - Changed effective date from Fall 2023 to Spring 2024. Course will not complete the approval process in time for a Fall 2023 effective date.
	Syllabus	EMGT 5773.pdf	EMGT 5773 Syllabus for CIM.docx
ENGL 4573	Proposed Effective Date	Summer 2018	Spring 2024
	Course Delivery Method	On campus	On campus Off campus
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	Updated listing to reflect usage in revised major to meet General Education requirements.
	Is course a General Education Course?	No	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 will perform a variety of writing tasks, including using primary and secondary sources, as well as presentations relating to these assignments. They will take part in peer writing circles to create a summative paper presented during the Colloquium.
	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 will perform a variety of writing tasks, including using primary and secondary sources, as well as presentations relating to these assignments. They will take part in peer writing circles to create a summative paper presented during the Colloquium. Content will be submitted, also, via Blackboard.
	Off Campus Delivery		Online/Web-based
	Syllabus		ENGL 4573.docx ENGL 4573 updated.docx
	Reviewer Comments		<p>ac087 - Thu, 22 Oct 2020 15:46:00 GMT - Spring 2021 effective date pending completion of approval process in time.</p> <p>ac087 - Thu, 22 Oct 2020 15:47:04 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>agriffin - Tue, 02 Feb 2021 23:03:55 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval this spring.</p> <p>agriffin - Tue, 02 Feb 2021 23:04:32 GMT - Rollback: Please work with faculty to upload a syllabus that includes the learning indicators related to the proposed outcomes.</p> <p>rcc003 - Wed, 18 Aug 2021 17:31:46 GMT - Rollback: Needs syllabus with learning outcomes.</p> <p>dkorth - Thu, 12 Oct 2023 21:59:20 GMT - In talking with the department, we have decided that this course meets GELO 1.2 but not GELO 6.1. We have removed GELO 6.1 from the request and from the syllabus. Updated ENGL 4573 syllabus is attached.</p>
GEOS 4693	Proposed Effective Date	Fall 2018	Spring 2024

	Justification	Removed Honors course from cross-listing to sync with UAConnect. Honors courses and regular courses are equivalents, not cross-listed.	In preparation for this course to be used as the capstone for the Earth Science BS, the addition of learning objectives 1.2 and 6.1 will allow this course to serve the same goals as the existing Earth System History capstone (designed for the Geology BS, but has been used in the past for Earth Science majors to obtain these learning objectives). In addition, the updated syllabus clearly indicates the differences between the undergraduate and graduate students with additional objectives for the graduate section.
	Is course a General Education Course?	No	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>

	<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 class will provide two avenues to support student learning for these indicators. First, the students will have a term project with several check-in stages over the course of the semester – a proposal, an outline, a first draft, a second draft, and a final draft of a major term paper. After each stage they will receive feedback from either the instructor or a graduate student enrolled in the course. Second, each student will be responsible for helping to lead 3 in-class discussions, whereby they present for ~8 minutes per discussion (amounting to 24 min over the semester). Both assignments will require integrating effective content in all three oral presentation modes. For the term project, the check-ins will provide feedback to support student revisions and edits to improve clarity, force, and correctness. For the class discussions, the instructor will provide feedback to the discussion plan to similarly allow student edits and revisions. Both the project and the presentations require complete referencing, with Zotero specifically as the managing software required for the project.</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>All assignments will be collected via BlackBoard. After the course, each of the assignments will be scored based on the 5 indicators into three categories of “High performing”, “Meeting expectations”, and “Not meeting expectations”. These will constitute folders for GLO 1.2, where the assignments will be saved by assignment, year, and score. Statistics on the number of students in each category for each assignment and year will be recorded in a spreadsheet.</p>
	<p>To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities</p>		<p>a. Written, oral, and/or multimodal communication abilities. c. Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major. 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.		<p>a. The course Term Project will culminate in a significant written paper of at least 10 pages. The term project includes 3 update assignments that break the writing process up into smaller stages, including a topic proposal, an outline, and a rough draft before the final paper is submitted. In addition to the paper, each student will give a final 8-10 min oral presentation on their project using a slideshow, and at least one of the project updates will serve as a preliminary presentation. Students will be required to use Zotero for managing their references.</p> <p>b. A 1250-word reflection essay will also be due after the project is finished that analyzes the student's own communication abilities (a), intersection of environmental justice with ethics/art/human/cultural/personal forces (c), diversity awareness (d), critical thinking (e), and ethical reasoning (e) contained in the term project paper.</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.)		All assignments will be collected via BlackBoard. After the course, each term project will be scored based on the two indicators into three categories of "High performing", "Meeting expectations", and "Not meeting expectations". These will constitute folders for the GLO 6.1, where the assignments will be saved by assignment, year, and score. Statistics on the number of students in each category for each assignment and year will be recorded in a spreadsheet.
	Syllabus		GEOS4693_EnvJust_S2024_230420.pdf
	Additional Notes		removed grad GEOS course from cross-listing. Cross-listings are reserved for different subjects that are the same course. Course can be combined when scheduling but are not considered cross-listings.
	Reviewer Comments		ac087 - Thu, 20 Apr 2023 16:43:43 GMT - Rollback: dual level courses are no longer allowed. Please change level back to undergraduate. If you wish to have a graduate level course, a separate CIM form for the grad level course must be submitted. ac087 - Thu, 20 Apr 2023 20:56:03 GMT - adjusted workflow to include core, undergraduate council and faculty senate per Gen Ed Outcomes.
HIST 4333	Proposed Effective Date	Summer 2018	Spring 2024
	Catalog Title	Modern Islamic Thought	Modern Islam
	Short Course Title	MODERN ISLAMIC THOUGHT	MODERN ISLAM
	Catalog Description	Main currents in Islamic theology and political philosophy from the Ottoman Empire to the end of the twentieth century.	Explores how Islamic beliefs and practices have transformed over the last two centuries. Themes may include political and intellectual thought, cultural and artistic expression, state power and popular resistance, changing notions of public and gendered space, folk traditions, and visions of a global community.
	Justification	Updated typically offered field.	Change to course title and catalog description. Updating course for new faculty and new trends in the field.
	Title/Description Change Type		Major Content Change
	Syllabus		HIST 4333-6333 Islam Modern World.docx

HIST 4833	Added		
HIST 6333	Proposed Effective Date	Fall 2023	Spring 2024
	Status Modifiers	Inactivated	
	Catalog Title	Modern Islamic Thought	Modern Islam
	Short Course Title	MODERN ISLAMIC THOUGHT	MODERN ISLAM
	Catalog Description	Main currents in Islamic theology and political philosophy from the Ottoman Empire to the end of the twentieth century. Graduate degree credit will not be given for both HIST 4333 and HIST 6333.	Explores how Islamic beliefs and practices have transformed over the last two centuries. Themes may include political and intellectual thought, cultural and artistic expression, state power and popular resistance, changing notions of public and gendered space, folk traditions, and visions of a global community.
	Title/Description Change Type		Major Content Change
	Justification		Request to reactivate from the department as well as title and course description updates to match undergrad section. Change to course title and catalog description. Updating course for new faculty and new trends in the field.
	Syllabus		HIST 4333-6333 Islam Modern World.docx
	Is Reactivate?		true
HIST 6833	Added		
IARD 40203	Added		
ISYS 6383	Added		
ISYS 43703	Inactivated/Deleted		
ISYS 53703	Inactivated/Deleted		
JOUR 2033	allcodes	JOUR 2032	JOUR 2033
	Proposed Effective Date	Spring 2021	Spring 2024
	Course Number	2032	2033
	Credit Hours	2	3
	Catalog Title	Broadcast News Reporting I	Video Production
	Short Course Title	BROADCAST NEWS REP I	VIDEO PRODUCTION
	Catalog Description	Intensive training in the methods of gathering and writing broadcast news. Lecture 2 hours per week.	Covers video storytelling basics, including story structure, production, planning and editing using lectures, hands-on exercises, and project-based learning. Includes how to use production equipment and post-production software to prepare video for a variety of media platforms.
	Prerequisite(s)	((At least 30 credit hours completed; must be a Journalism major, Advertising and Public Relations major, Journalism minor, or obtain department consent; JOUR 1033 with a grade of C or better; JOUR 1003 with a grade of C or better or complete and pass the GSP (Grammar, Spelling and Punctuation) test in JOUR 1100 with a 75% or higher)) or (At least 30 credit hours completed; must be a Journalism major, Advertising and Public Relations major, Journalism minor, or obtain department consent; must have completed at least 6 credit hours in JOUR courses, each with a grade of C or better.)	Must be a Journalism major, Advertising and Public Relations major, Journalism minor, or obtain department consent; JOUR 1033 with a grade of C or better; JOUR 1003 with a grade of C or better or complete and pass the GSP (Grammar, Spelling and Punctuation) test in JOUR 1100 with a 75% or higher.
	Corequisite(s)	JOUR 2031L.	

	Justification	administratively adjusting requisites to ease registration issues.	Faculty in the School of Journalism and Strategic Media want to consolidate JOUR 2032 and JOUR 2031L into a single course for three credit hours. As part of this process, the course will take a new name. Lab exercises will be embedded into the course, so a separate lab class is no longer needed. This also makes classroom scheduling and enrollment processes much easier. The new course title reflects changes in the media industry so that the course benefits all students who are interested in informational video content, not just students who are studying traditional broadcast television. This makes the course more flexible in supporting both our broadcast concentration (as it has done in the past) and our new concentration for Multimedia Storytelling and Production.
	Course Code	JOUR 2032	JOUR 2033
	Title/Description Change Type		Major Content Change
	Syllabus		JOUR 2033 Syllabus.docx
JOUR 3073	allcodes	JOUR 3072	JOUR 3073
	Proposed Effective Date	Fall 2017	Spring 2024
	Course Number	3072	3073
	Credit Hours	2	3
	Catalog Title	Broadcast News Reporting II	Foundations for Video News
	Short Course Title	BROADCAST NEWS REPT II	FOUNDATIONS FOR VIDEO NEWS
	Catalog Description	Continuation of JOUR 2032. Including advanced methods of gathering and writing broadcast news.	Intensive training in the methods of gathering and writing video news. Involves learning how to shoot, write, edit and produce news content using hands-on techniques utilizing the UATV studio and control room.
	Prerequisite(s)	JOUR 2032 and JOUR 2031L, each with a grade of C or better.	JOUR 2033 with a grade of C or better.
	Corequisite(s)	JOUR 3071L.	
	Justification	Admin update of department name.	Faculty in the School of Journalism and Strategic Media want to consolidate JOUR 3072 and JOUR 30711L into a single course for three credit hours. As part of this process, the course will take a new name. Lab exercises will be embedded into the course, so a separate lab class is no longer needed. This also makes classroom scheduling and enrollment processes much easier. The new course title reflects changes in the media industry so that the course benefits all students who are interested in news video skills, not just students who are studying traditional broadcast television.
	Course Code	JOUR 3072	JOUR 3073
	Title/Description Change Type		Major Content Change
	Syllabus		JOUR 3073 Syllabus UPDATE.docx
	Reviewer Comments		liner - Wed, 11 Oct 2023 20:12:18 GMT - Rollback: Syllabus has 'Course Ojectives' but no identified 'Student Learning Outcomes'. Please add rename course objectives or add SLO.
JOUR 2031L		Inactivated/Deleted	

	Inactivated/Deleted
JOUR 3071L	
JOUR 599V	Added
MUPD 3971L	Added
MUPD 682V	Added
NURS 2053	Added
NURS 2143	Added
NURS 2333	Added
NURS 2423	Added
NURS 3023	Added
NURS 3033	Added
NURS 3193	Added
NURS 3243	Added
NURS 3253	Added
NURS 3266	Added
NURS 3276	Added
NURS 3283	Added
NURS 3413	Added
NURS 3432	Added
NURS 3543	Added
NURS 3553	Added
NURS 3733	Added
NURS 4046	Added
NURS 4226	Added
NURS 4273	Added
NURS 4333	Added
NURS 4403	Added
NURS 4463	Added
NURS 4513	Added
NURS 4526	Added
NURS 4533	Added
NURS 4579	Added

		Added	
NURS 3441L			
OMGT 5303	Proposed Effective Date	Spring 2018	Spring 2024
	Catalog Description	Explores health care management strategies and policy development with emphasis on health insurance, Medicare, Medicaid and managed care, as well as employee health benefits. The roles of government and business in policy formulation are addressed, as are the problems of financing health care, legal and ethical considerations, current healthcare issues, and quality measures.	The course provides an overview of healthcare policy and issues for management in all industries. Topics include hospital administration, personnel management, healthcare operations management roles, and logistics within a healthcare system. The course explores health insurance, Medicare, Medicaid, managed care, and employee health and other benefits. Students will be able to define issues in delivering health care benefits and how to develop policy covering employment law, ethics, and current healthcare issues.
	Prerequisite(s)	Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.	Must be admitted to the Master of Science in Operations Management Program, Operations Management Sponsored Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.
	Justification	Registration clarification.	Updates from course redevelopment/redesign.
	Title/Description Change Type		Major Content Change
	Syllabus		OMGT 5303 Syllabus 2023 for CIM.docx
	Reviewer Comments		ac087 - Fri, 29 Sep 2023 19:05:25 GMT - Rollback: please reduce description to between 50 and 75 words. ac087 - Mon, 02 Oct 2023 13:45:55 GMT - changed effective date from Fall 2023 to Spring 2024. Course will not complete approval process in time for fall 2023 effective date.
OMGT 5793	Proposed Effective Date	Spring 2018	Spring 2024
	Catalog Title	Risk Management	Operations Risk Management
	Catalog Description	Students will learn to apply tools to identify, assess, communicate and manage risk. Course work includes methods to identify risks, develop risk models, assess risk, and evaluate risk management options. Case studies are used to understand risk management challenges in systems development in complex organizations.	This course focuses on the skills needed by operations managers to identify risk, apply risk management techniques, and communicate management strategies to stakeholders and senior leaders. The course covers widely used risk models; the relationship of threat, likelihood, vulnerabilities, and consequence to assess risk, and selecting appropriate mitigation strategies to incorporate into a risk management plan.
	Prerequisite(s)	OMGT 5003 or EMGT 5033, must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.	OMGT 5003 or EMGT 5033, must be admitted to the Master of Science in Operations Management Program, Operations Management Graduate Certificate Programs, be a Non-Degree Seeking Graduate Student, or have departmental consent.
	Justification	Registration clarification.	Updated course after OMGT/EMGT risk management/risk analysis courses were decoupled and developed into two distinct courses:
	Syllabus	Proposed Syllabus OMGT 5793 Risk Management v1 gsp 151025.docx	OMGT 5793 for CIM.docx
	Title/Description Change Type		Major Content Change
	Reviewer Comments		ac087 - Mon, 02 Oct 2023 13:51:21 GMT - Changing effective date from Fall 2023 to Spring 2024. Course will not complete the approval process in time for a Fall 2023 effective date.

PHYS 488V			Added
PLSC 3953			Added
PLSC 4923H			Added
PLSC 4943H			Added
RESM 2003	allcodes	RESM 1003	RESM 2003
	Proposed Effective Date	Summer 2018	Fall 2024
	Course Number	1003	2003
	Typically Offered	Fall, Spring and Summer	Fall and Spring
	Catalog Description	An analysis of the historical and philosophical development of recreation, sport and leisure. Theories of play, recreation, sport and leisure are studied. Economic, political, technical, and social forces are examined as these influence recreation, sport, parks, and leisure services is examined in context with diverse service delivery systems.	Introduction to basic personal and professional development skills needed to pursue professional careers in the recreation and sport industry. Topics include communication, networking, Microsoft Office applications, problem solving, research methods, diversity, ethics, and strategies to explore practical experiences.
	Prerequisite(s)	RESM major or RESM minor or instructor consent.	RESM major or instructor consent.
	Justification	Inclusion of recreation and sport management in course title better reflects content delivered in the course.	Updated course number reflects a more appropriate place in the undergraduate curriculum for the course content, at the sophomore level. Updated course description / content reflects a shift in the purpose of this course, rather than a focus on history/development of and issues in the sport/recreation industry, the goal will now be to begin to develop personal and professional development skills in future sport/recreation professionals. Prerequisites updated to remove "RESM minor" that does not exist.
	Course Code	RESM 1003	RESM 2003
	Syllabus		RESM 2003 - Syllabus.pdf
RESM 2023	allcodes	RESM 1013	RESM 2023
	Proposed Effective Date	Fall 2021	Fall 2024
	Course Number	1013	2023
	Typically Offered	Fall	Fall, Spring and Summer
	Catalog Title	Sport Management Fundamentals	Recreation and Sport Management Fundamentals
	Short Course Title	SPORT MANAGEMENT FUNDAMENTALS	REC AND SPORT MGMT FUNDAMENTAL
	Catalog Description	This course is designed to present an overview of the fundamentals of sport management in professional and intercollegiate sport, as well as issues facing sport organizations and how management techniques can be applied to solve sport business problems. A description of career opportunities in sport will be presented with special interest in helping the student design a course of study that best meets his/her goals.	Introduction to the historical and philosophical development of recreation and sport. Students also explore current issues facing recreation and sport organizations. A description of career opportunities in recreation and sport will be presented with special interest in helping the student design a course of study that best meets his/her goals.

	Justification	This is a required course for students enrolled in the RESMBS-SPAD (Sport Administration) concentration.	Updated course number reflects a more appropriate place in the undergraduate curriculum for the course content, at the sophomore level. Updated course title reflects an increased emphasis on BOTH the recreation and sport industries. Updated course content reflects a shift in the purpose of this course, rather than JUST introduce the sport industry, the goal will now be to explore BOTH the recreation AND sport industries. Prerequisites updated to remove "RESM minor" that does not exist.
	Reviewer Comments	kjvestal - Wed, 21 Apr 2021 16:23:44 GMT - The effective date has been edited to Fall 2021.	msganio - Fri, 15 Sep 2023 15:39:27 GMT - "RESM" is not a major, so changed pre-req back to "RESMBS" from "RESM"
	Course Code	RESM 1013	RESM 2023
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Syllabus		RESM 2023 - Syllabus.pdf
RESM 3843	Proposed Effective Date	Spring 2021	Fall 2024
	Typically Offered	Spring	Fall and Spring
	Create Honors Course?	No	Yes
	Catalog Title	Recreation and Sport Facilities	Recreation and Sport Facilities and Event Management
	Short Course Title	RECREATION SPORT FACILITY	REC SPORT FACILITY EVT MGT
	Catalog Description	Planning concepts, design principles, and maintenance techniques are emphasized. Also, technical design concepts and firsthand experiences in maintenance of facilities are included.	Exploration of issues facing facility and event managers through class discussion and site visits. Topics include event conceptualization, bidding, budgeting, sponsorship, marketing, media relation, promotion, staffing, and event day management. Students will also tour recreation and sport facilities.
	Prerequisite(s)	RESM 1003 or RESM 1013 with a grade of C or better.	
	Justification	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.	Updated course title reflects an added emphasis on event management in the sport and recreation industries. Updated course description / content to better reflect the experiential and management roles our students will pursue, rather than the technical and facility design principles previously emphasized. Removed prerequisite to allow any student to explore an RESM Major (a majors section and a non-majors section will be created). Added an "Honors" section to allow RESM and non-RESM Honors students to enroll.
	Reviewer Comments	ac087 - Fri, 17 Apr 2020 22:28:05 GMT - Requested requisite course RESM 1013 is at EDUC Curriculum Committee and has not completed the approval process yet. ac087 - Tue, 05 May 2020 21:03:03 GMT - changing effective date from Fall 2020 to Spring 2021 per discussion with department. Requested requisite still going through approval process.	msganio - Fri, 15 Sep 2023 15:41:33 GMT - Rollback: Since there is an honors section being added - please articulate in the syllabus how the honors section differs. This could be way of learning outcomes or grading scale, etc.
	Title/Description Change Type		Major Content Change
	Syllabus		RESM 3843(H) - Syllabus.pdf
RESM 3863		Added	

RESM 3893	Added		
RESM 4413	allcodes	RESM 4411	RESM 4413
	Proposed Effective Date	Spring 2021	Fall 2024
	Course Number	4411	4413
	Typically Offered	Fall	Fall and Spring
	Credit Hours	1	3
	Catalog Title	Pre-Internship Preparation	Advanced Professional Foundations
	Short Course Title	PRE-INTERNSHIP PREP	ADV PROFESSIONAL FOUNDATIONS
	Catalog Description	Enables student preparation for internship experiences and eventual employment. Course will assist students in preparation of resumes; provide opportunities for interview practice; the development of job search and application skills, as well as other requisites for entering the professional workforce.	Course will assist students in preparation of resumes; provide opportunities for interview practice; the development of job search and application skills, as well as other requisites for entering the professional workforce.
	Prerequisite(s)	RESM 1003 or RESM 1013, both with a grade of C or better.	RESM 2023 and has completed 75 credit hours.
	Pre- or Corequisite(s)	RESM 3873.	
	Justification	The information presented in RESM 3873 directly relates to the professional preparation needed for students entering RESM 4411 and RESM 440V (internship). Senior standing was removed so students would have the flexibility to take RESM 4411 prior to their senior year. The prerequisite of RESM 1013 was added because RESM now has two different concentrations and RESM 1013 is a new entry level course required for the SPAD concentration.	Updated course number to reflect the increased number of credit hours from 1 to 3. Updated course title reflects a shift in the objective of this course, from internship preparation to career preparation. Increased credit hour to allow for more in-depth discussion and additional content related to problem solving, research methods, and entrepreneurial thinking. Updated course description / content reflects a shift in the purpose of this course, rather than focusing on seeking/securing an internship, instead this course will now focus on seeking/ securing and reinforcing skills related to career preparation. Prerequisites updated to reflect updated curriculum.
	Course Code	RESM 4411	RESM 4413
	Title/Description Change Type		Major Content Change
	Syllabus		RESM 4413 - Syllabus.pdf
RESM 394V	allcodes	RESM 440V	RESM 394V
	Proposed Effective Date	Spring 2023	Fall 2024
	Course Number	440V	394V
	Credit Hours	1	6
	Can this course be repeated for degree credit?	No	Yes
	Catalog Description	This experiential based course requires 40 hours per week of work in an approved agency for a full semester. It is recommended that students register for the summer session after completion of their course work.	This experiential based course requires up to 40 hours per week of work in an approved agency for a full semester. Students may take 6 hours (225 hours) in two different semesters or 12 hours (450 hours) in a single semester.
	Prerequisite(s)	RESM 4411, RESM 3873 and two hours of RESM 2011 with grades of C or better.	RESM 2003, two hours of RESM 2011, and RESM 3873.

	Justification	RESM 4411 was added to the required prerequisites because it provides RESMBS students with the professional skills needed to be successful in RESM 440V (Internship).	Updated course number reflects appropriate place in the curriculum, at the junior level rather than at the senior level which implied it was a “cumulative” experience. Course description updated to remove language recommending students take this course after completion of their coursework. Prerequisites updated to reflect curriculum changes. Allowing for multiple enrollment allows students the option to complete two “part-time” internships rather than one “full-time” internship. Creates greater flexibility for students who are unable to complete one “full-time” internship for any number of reasons.
	Course Code	RESM 440V	RESM 394V
	Total credits allowed		12
	Total completions		2
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Syllabus		RESM 394V - Syllabus.pdf
	Reviewer Comments		ac087 - Thu, 14 Sep 2023 16:37:10 GMT - Rollback: first 3 digits of course cannot repeat and RESM 3901H is still an active course. 392V - 398V are available number.
SPAN 3033	Catalog Title	Conversation and Composition (Sp, Fa)	Conversation and Composition
	Short Course Title	CONV. COMP.	CONV AND COMP
	Proposed Effective Date		Spring 2024
	Academic Level		Undergraduate
	Typically Offered		Fall and Spring
	Course Delivery Method		On campus Off campus
	Off Campus Delivery		Online/Web-based
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Justification		We propose to add a fully online delivery method to our existing SPAN 3033 Conversation and Composition. It will be part of the Online SPAN BA that starts in Fall 2023.
	Syllabus		SPAN 3033 SYLLABUS SPRING 2024 ONLINE.pdf SPAN 3033 SYLLABUS SPRING 2024 F2F.pdf
SPAN 4103	Proposed Effective Date	Fall 2019	Spring 2024
	Catalog Title	Monuments of Spanish Literature I	Survey of Spanish Cultures: From the Middle Ages to Present Day
	Short Course Title	MONUMENTS OF SPANISH LIT	SURVEY OF SPANISH CULTURES
	Catalog Description	Monuments of the major works of Spanish literature from El Cid through the 17th century.	Covers the diverse literatures, artistic movements, national projects, and identities of present-day Spain. Examines modern-day cultural debates from a historical perspective and utilizes video games and other media to interact with Iberian geography, history, visual arts, music, architecture, folklore, and pop culture. Taught in Spanish.

	Justification	Admin change to UGRD only for dual level conversion. No GRAD level course needed.	This course change will address several issues: 1-confusing and outdated title: while in the past the term "Monuments" was used to refer to important literary texts, the term is now considered outdated. It also confuses students since we have been asked on occasions if the course is about architecture and/or urban planning in Spain. 2-course content: the field of peninsular studies has evolved and it is important that students keep learning about literature, while also learning about other types of cultural production (e.g., paintings, graphic art, music, film, etc.) in a contextualized manner. The change in course title and description is more in tune with the way courses about Spain are currently being taught in our program.
	Title/Description Change Type		Major Content Change
	Syllabus		SPAN4103 Survey of Spanish Cultures.docx
	Reviewer Comments		rcc003 - Tue, 26 Sep 2023 21:13:42 GMT - Edited catalog desc.
SPAN 4113	Proposed Effective Date	Fall 2019	Fall 2024
	Catalog Title	Monuments of Spanish Literature II	Contemporary Spanish Society through Cinema
	Short Course Title	MONUMENTS OF SPAN LIT II	SPANISH SOCIETY THROUGH CINEMA
	Catalog Description	Monuments of Spanish literature from the 18th century to the present.	Provides an in-depth look at contemporary Spain by exploring its cinema. Covers basic film techniques and how to analyze films in the context of broadening knowledge about Spanish culture and history. Taught in Spanish.
	Justification	Admin change to UGRD only for dual level conversion. No GRAD level course needed.	This course change will address several issues: 1-confusing and outdated title: while in the past the term "Monuments" was used to refer to important literary texts, the term is now considered outdated. It also confuses students since we have been asked on occasions if the course is about architecture and/or urban planning in Spain. 2-course content: Spanish cinema has gained notoriety around the world through the films of artists like Pedro Almodóvar, Icíar Bollaín, Mario Camus, Carlos Saura, and others. Moreover, the field of peninsular studies has evolved and being familiar with film production in Spain is essential to getting a good grasp of the sociopolitical changes the country has been through in recent times (particularly after the end of Franco's dictatorship).
	Title/Description Change Type		Major Content Change
	Syllabus		syllabus_SPAN 4113.docx
	Reviewer Comments		nrgreen - Wed, 18 Oct 2023 14:13:09 GMT - Added note that class is Taught in Spanish after confirming with dept. Changed effective date to Fa 24
SPAN 4593	Added		
SPAN 5233	Proposed Effective Date	Spring 2018	Spring 2024
	Catalog Title	Golden Age Novel	Survey of Spanish Golden Age Literature

	Short Course Title	GOLDEN AGE NOVEL	SURVEY OF GOLDEN AGE LIT.
	Catalog Description	Major works of Spanish prose fiction from the 16th and 17th centuries, with close reading of major works.	Survey of narrative, poetry, and theatre during the Spanish Golden Age in the 16th and 17th centuries.
	Title/Description Change Type	Minor (stylistic/editorial) Change	Major Content Change
	Justification	Admin update to typically offered.	A course dedicated solely to Golden Age novels points to the way Golden Age literary studies were undertaken in the past. With this change students will get a better glimpse at Golden Age literature by exploring works from different genres and how they relate to each other.
	Syllabus		SPAN 5233.docx
	Reviewer Comments		rcc003 - Tue, 11 Apr 2023 16:48:18 GMT - Edited catalog desc. egbengts - Wed, 18 Oct 2023 22:00:49 GMT - Changed proposed effective date to Spring 2024.
SPAN 5273	Proposed Effective Date	Spring 2018	Spring 2024
	Catalog Title	Survey of 19th Century Spanish Literature	Survey of Spanish Culture from the 18th to 19th Centuries
	Short Course Title	19TH CENTURY SPANISH LIT	18TH 19TH CENTURY SPAIN
	Catalog Description	A graduate-level survey of Spanish literature from Neoclassicism to the Generation of 1898.	Focuses on Spanish society, history and culture in the 18th and 19th centuries. Examines a variety of genres and media in order to understand how culture influences and is influenced by nationalism, gender and race.
	Justification	Admin update to typically offered.	In order to understand what took place in 19th century Spain, it is important to discuss major events and cultural texts from the 18th. Thus, the course will include material related to 18th century Spain so that students will have a more comprehensive approach to peninsular studies. Likewise, the field of peninsular studies has evolved, and it is important that students keep learning about literature, but also about other types of cultural production (e.g., paintings, graphic art, music, film, etc.) in a contextualized manner. The change in course title and description is more in tune with the way courses about Spain are being taught in our program.
	Title/Description Change Type		Major Content Change
	Syllabus		syllabus_SPAN 5273.docx
	Reviewer Comments		egbengts - Wed, 18 Oct 2023 22:06:54 GMT - Changed proposed effective date to Spring 2024.
SPED 5423	Inactivated/Deleted		
SPED 5443	Inactivated/Deleted		
STEM 3103	allcodes	STEM 2103	STEM 3103
	Proposed Effective Date	Fall 2021	Fall 2024
	Course Number	2103	3103
	Title/Description Change Type	Minor (stylistic/editorial) Change	

	Justification	Modified the catalog description to make it more descriptive, and deleted the pre-req to open the course to a more diverse population.	We would like to change the course number of STEM 2103 to STEM 3103. The course is similar in content and rigor to the 3000 level course - CIED 3033 Classroom Learning Theory - although with the math/science focus. Dr. Peggy Ward has been teaching sections of each of these courses, thus is familiar with both of them to conclude that our current STEM 2103 course is worthy of being a 3000 level course.
	Course Code	STEM 2103	STEM 3103
	Syllabus		STEM 3103 Course Syllabus.docx
STEM 3403			Added
THTR 5213			Added
THTR 5223			Added
THTR 5273			Added
THTR 5793			Added
THTR 6111			Inactivated/Deleted
THTR 6121			Inactivated/Deleted
THTR 6132			Inactivated/Deleted
THTR 6142			Inactivated/Deleted
THTR 6323			Inactivated/Deleted
THTR 6333			Inactivated/Deleted
THTR 6346			Inactivated/Deleted
THTR 6441			Inactivated/Deleted
THTR 6471			Inactivated/Deleted
THTR 6513			Inactivated/Deleted
THTR 6711			Inactivated/Deleted
THTR 6721			Inactivated/Deleted
THTR 6731			Inactivated/Deleted
THTR 6811			Inactivated/Deleted
THTR 6821			Inactivated/Deleted
THTR 6913			Inactivated/Deleted