

CIM Report Dec 1, 2022 1:58pm

Course Changes Pending Approval from Faculty Senate

Code	Field	Old Value	New Value
AMPD 3053	allcodes	AMPD 4033	AMPD 3053
	Proposed Effective Date	Fall 2022	Fall 2023
	Course Number	4033	3053
	Prerequisite(s)	AMPD 2033, AMPD 2053 and complete 75 credit hours or instructor consent.	AMPD 2033 and AMPD 2053 or instructor consent.
	Justification	To decrease the number over overrides to get students enrolled in AMPD 4023, the prerequisite of senior standing has been changed to complete 75 credit hours. This allows rising juniors to register for the class.	<p>1. The first major change in this course is the software used will change to a more intuitive program. Nedgraphics is a design and manufacturing CAD/CAM software that addresses every area of textile and surface design work. Since the students will already be familiar with Adobe from AMPD 2033 Computer Based Methods course, more time will be available to include a deeper understanding of where textile designs originate and how they are edited for production.</p> <p>2. The second major change is the inclusion of a textbook. The current software (Lectra Kaledo Print, Knit, Weave) does not have a textbook, just the software manual. The new textbook for digital computer aided textile design will allow students to follow specific instructions and have access to more graphically oriented exercises.</p> <p>3. The course will focus more terminology, printing techniques, repeatable tiles (simple to advanced), scale development, and filling apparel templates in the correct grain direction.</p> <p>4. Add a more in-depth discussion of culturally inspired textile design will also be included. Something we have not been able to discuss due to time constraints of learning Lectra.</p>
	Course Code	AMPD 4033	AMPD 3053
	Syllabus		AMPD 4033 to 3053 Justification and Syllabus FALL 2023.pdf
	Reviewer Comments		ac087 - Thu, 20 Oct 2022 14:41:52 GMT - corrected workflow. Switched HESC role with HESC Chair role.
AMPD 3203		Added	
AMPD 3213		Added	
AMPD 4213		Added	
AMPD 4223		Added	
AMPD 4233		Added	
AMPD 4243		Added	
ARAB 2016	Proposed Effective Date	Fall 2021	Spring 2023
	Catalog Title	Intensive Arabic II	Immersive Arabic II
	Short Course Title	INTENSIVE ARABIC II	IMMERSIVE ARABIC II

	Catalog Description	Leads to greater oral comprehension and speaking ability and develops the more advanced reading and writing skills. Emphasizes morphology and syntax.	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.
	Justification	Submitting for Gen Ed Outcomes 3.2 and 4.1.	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.
	Syllabus	ARAB 2016 syllabus.docx	ARAB 2016 Syllabus Immersive Arabic II.docx
	Reviewer Comments	ac087 - Mon, 30 Nov 2020 21:47:51 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.	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.
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Prerequisite(s)		ARAB 1013 or ARAB 1016.
BIOL 3273H		Inactivated/Deleted	
CRIM 2023		Inactivated/Deleted	
DANC 1962		Added	
DANC 199V		Added	
GDES 4333		Added	
GNST 4973		Inactivated/Deleted	
HIST 3773		Inactivated/Deleted	
HIST 3803		Inactivated/Deleted	
HIST 3813		Inactivated/Deleted	
HIST 3823		Inactivated/Deleted	
HIST 3833		Inactivated/Deleted	
HIST 3843		Inactivated/Deleted	
HIST 3853		Inactivated/Deleted	
HIST 3863		Inactivated/Deleted	
HIST 3893		Inactivated/Deleted	
HIST 4293		Inactivated/Deleted	
HIST 3973H	Proposed Effective Date	Fall 2021	Fall 2023
	Is course a General Education Course?	Yes	No

	Choose the learning outcome the course addresses:	Goal 1 – Learning Outcome 1.2 Goal 5 – Learning Outcome 5.1 Goal 6 – Learning Outcome 6.1	
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?	Yes	
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?	Yes	
	To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)	<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.</p> <p>b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work.</p> <p>c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.</p> <p>d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.</p> <p>e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.</p>	
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.	<p>Historical Methods trains students to draft and improve their honors thesis formulations, in written and oral form, through a number of drafts. All exercises include a combination of primary and secondary sources, as well as multi-medial presentations.</p> <p>As the exercises prepare students for their oral defense, the pedagogical method offers them to prepare a mock defense with their peer, receiving their critique as well as guidance and evaluation from the instructor.</p> <p>Honors methods includes class sections dedicated to career orientation, in which students can diversify their multi-modal communication and target audience, tailored to their selected career possibilities. Providing them with the tools to craft both an online profile and prepare for job applications and interviews, the class aims at improving their career planning.</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>HIST 3973H assigns exercises consisting of at least three of the following: 1) written research question and discussion of the same; 2) primary source presentation 3) annotated bibliography and discussion; 4) crafting of a finely written paragraph in optional style - literary prose, poetry, scholarly, analytical, scientific - subject to peer critique; 5) rough draft of thesis prospectus for peer critique; 6) final draft of thesis prospectus or historiographical paper for mock defense.</p> <p>The combination of assignments consists of at least 12-15 pages of written material, and at least 30 minutes of oral and multimedial presentation.</p> <p>Career orientation includes at least three of the following assignments:</p> <ul style="list-style-type: none"> - personal summary statement - cover letter - resume (in two versions: one for academic jobs, and one for other job venues) - an online profile 	
	<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>	<p>a. identify and describe key concepts and principles related to critical thinking.</p> <p>c. use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing.</p> <p>d. describe key fallacies and identify them in context.</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>Students hone their understanding of and skills in historical methodology through the analysis of primary and secondary sources that involve an array of interpretations that stimulate both their critical and their ethical thinking.</p> <p>Using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative, students apply scientific reasoning and ethical consideration to understand what is general in the unique facts of history, and what is unique in the moral contextualization of individual or collective behavior at a given time in history, thus acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history, with their moral and rational implications.</p> <p>In examining past historical interpretations of the same events in history, students are trained in understanding the difference between evolving views of rational and ethical developments in history and actual fallacies of interpretation or methods of analysis. Learning how the craft of historical analysis has evolved also reveals the socio-political context that nurtured both the merits and the fallacies of each given times.</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>Readings on historiography and the historian's craft are subject to review by students, which are evaluated based on their understanding of both the method and the ethical thinking of a given time. Assignments include at least two of the following through which learning indicators a, c, and d will be assessed:</p> <ul style="list-style-type: none"> - Comparative written review, and oral presentation of at least two contrasting views (essays, or articles, or books) of a historical event. - Annotated bibliography (with the option of oral presentation) showing a number of contrasting views of historical events. - Home exercises drawn from Historical Methods textbooks training students in historical analysis and rational/ethical contextualization and evaluation. - Oral discussion of monographs on historical methodology, with the option of creating an online forum discussion for take home assignments consisting of answering analytical and ethical questions raised by those monographs. 	
To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities	<ul style="list-style-type: none"> a. Written, oral, and/or multimodal communication abilities. c. Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major. e. Critical thinking and/or ethical reasoning. 	
How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.	<p>The course is designed to assist students in producing a major paper based on primary and secondary sources, including methods of inquiry drawn from social sciences in LO 3.3, applying critical thinking and scientific reasoning to explain various types of human interaction through written (paper) and oral communication (presentation of the paper's findings and thesis).</p> <p>Through either a separate document, or a document that combines the framing of research questions, the historiographical analysis (done in various class assignments), and/or the personal statement drafted for the career planning sessions, students demonstrate their three selected outcomes in separate documents that they will collect into one personal statement combining the arguments of the two.</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.)	Final paper consisting of either Thesis Prospectus or Historiographical Paper The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor, - either a separate document describing in the form of a exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; and/or personal statement prepared for career planning)	
	Catalog Title	Honors Methods	Honors Historical Methods
	Short Course Title	HONORS METHODS	HONORS HISTORICAL METHODS
	Prerequisite(s)	Junior standing and honors history major.	Honors standing and a history major.
	Justification	Addition of of Learning Outcomes 1.2 and 5.1 to the already approved LO 6.1, in fulfillment of the General Education Core Curriculum requirements.	Modified the title as this is no longer a standalone methods course, but is going to be a component within the Historical Methods class taught to all History students. The course, like the new non-honors section, is no longer fulfilling General Education core Learning Outcomes. Also, it does not require to be at least junior status to enroll.
	Syllabus	HIST 3973H 001-Brogi-2019.doc	HIST 3973-3973H 001-Brogi-2023.doc
	Reviewer Comments	ac087 - Fri, 17 Jul 2020 20:16:41 GMT - adjusting effective date from Fall 2020 to Spring 2021. Course will not complete approval process in time for Fall 2020. lkulcza - Thu, 06 Aug 2020 21:29:57 GMT - Rollback: Rolling back to adjust workflow to include campus committees and core committee. rcc003 - Tue, 13 Oct 2020 19:27:01 GMT - Edited catalog desc. agriffin - Thu, 04 Feb 2021 15:06:56 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this spring.	abrogi - Thu, 03 Nov 2022 22:25:44 GMT - Please send this back. I need to uncheck the "general education" inclusion of this course. It will NOT be in Gen Ed, and the Learning Outcomes should not appear under HIST 3973H. HIST 3973H will be the same as HIST 3973 *(now added), as its honors section. ac087 - Fri, 04 Nov 2022 13:11:14 GMT - Rollback: per department request to make corrections. ac087 - Fri, 04 Nov 2022 18:10:31 GMT - per conversation with department, create a non-honors version as well. ac087 - Fri, 04 Nov 2022 18:12:21 GMT - Corrected Workflow. Switched HIST role with HIST Chair. Also added Core Committee, Undergrad Council and Faculty Senate to workflow per removal of Gen Ed Curriculum Outcomes. lhare - Fri, 04 Nov 2022 18:41:39 GMT - We want this course to have a non-honors section: HIST 3973 Historical Methods.
LARC 4853	Added		
MUIN 405V	Added		
NUTR 4233	Added		
NUTR 5233	Added		
PHYS 3273H	Inactivated/Deleted		
RESM 3063	allcodes	RESM 2063	RESM 3063
	Proposed Effective Date	Spring 2021	Spring 2023
	Course Number	2063	3063

	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.	Changing course code from RESM 2063 to RESM 3063 because it was realized the course content and instruction was at a higher level that justifies an upper level course code.
	Reviewer Comments	ac087 - Fri, 17 Apr 2020 22:25:22 GMT - Requested requisite change course RESM 1013 is at EDUC Curriculum Committee and has not completed approval process yet. ac087 - Tue, 05 May 2020 21:01:50 GMT - changing effective date from Fall 2020 to Spring 2021 per discussion with department. Requested requisite still going through approval process.	
	Course Code	RESM 2063	RESM 3063
	Syllabus		RESM 3063.docx
SEVI 5233	Added		
SEVI 5243	Added		
THTR 1683	Proposed Effective Date	Spring 2018	Summer 2022
	Is Course a State Minimum Core Course?	No	Yes
	Catalog Description	An analytical approach to the actor's art with emphasis on the techniques of characterization.	An introductory acting studio course, exploring the physical, vocal, analytical, and imaginative processes required for the performance of dramatic texts. Through exercises and scene study, this course builds a vocabulary and technique for acting.
	Justification	Updated typically offered field.	Change to State Minimum Core and description as we revise our 8 semester plan. The course uses performance as mechanism to explore the texts from diverse playwrights and present words and ideas of others in the context of a scene within the play.
	State Minimum Core Category		Fine Arts
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Reviewer Comments		ac087 - Thu, 19 Nov 2020 17:36:07 GMT - Rollback: department to make additional corrections ac087 - Thu, 19 Nov 2020 17:37:21 GMT - Rollback: Department to make corrections per discussion with Weston Wilkerson. ac087 - Mon, 15 Nov 2021 18:04:57 GMT - Rollback: Per Weston Wilkerson to make changes. ac087 - Mon, 09 May 2022 15:55:33 GMT - changed effective date from summer 2021 to summer 2022. Course did not complete approval process in time. Summer 2022 pending successful completion of approval process before beginning of term.